

**IMPROVING STUDENTS' SKILLS IN WRITING RECOUNT TEXT BY
USING MANGA STRIPS**

**(A Classroom Action Research Study at the Eight Grade Students of SMP
Muhammadiyah 1 Gatak in the Academic Year 2016/2017)**

THESIS

Submitted as A Partial Requirements
for the Undergraduate Degree in English Department



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I hereby declare that the Thesis above is my own original work and written by my self carried out as parts of recruitments to accomplish an Undergraduate Degree in English Education Department in Islamic Education and Teacher Training Faculty, State Islamic Institute of Surakarta (IAIN Surakarta).

I also certify that any help for my research work, preparation of the thesis itself, source and literature used for the thesis have been fully and properly cited. It contains no material which has been accepted for the award of any other degree previously submitted in IAIN Surakarta or any other institution, nor it been submitted as part of recruitments for the degree exept as fully acknowledged within the text.

If later proven this thesis is a result of plagiarism, I would undertake any legal sanction and of being repealed my academic degree.

Surakarta, January 27th 2017

Sincerely Yours,

Unik Fadillatus Salimah

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DEDICATION

This thesis is dedicated to :

1. My beloved parents; my beloved Mother (Ibu Siti Mukaromah) and my beloved Grandfather (Bapak Dahroni) and Grandmother (Ibu Mardhiyah).
Thank you for always support me, loves me, motivate me, pray for me.
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MOTTO

We will never know, before we do so.

Remember one thing, the work we do will be worth it.

-unknown-

Stop dreaming, and start doing

-unknown-

Fall down six times, get up seven

-unikeyjong-

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The researcher realized that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The researcher,

Unik Fadillatus Salimah

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ABSTRACT

Unik Fadillatus Salimah. 12.32.2.1.309. 2017. **IMPROVING STUDENTS' SKILLS IN WRITING RECOUNT TEXT BY USING MANGA STRIPS (A Classroom Action Research Study at the Eight Grade Students of SMP Muhammadiyah 1 Gatak in the Academic Year 2016/2017)**. Thesis. English Education Department, Islamic Education and Teacher Training Faculty.

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This research aimed at: (1) identifying the implementation when Manga Strips applied to improve students' skills in writing recount text and (2) finding whether or not Manga Strips can improve students' skills in writing recount text at the eight grade students of SMP Muhammadiyah 1 Gatak.

This research used classroom action research. The subject of this research is students of VIII B class of SMP Muhammadiyah 1 Gatak in academic year 2016/2017. Subject of the research consist of 26 students. The classroom action research was done in two cycles from October 5st until October 28st 2016. Technique of collecting data used observation, and test (pre-test and post-test). Technique of analyzing data used qualitative data (reducing data, displaying the data and drawing conclusion/verification) and quantitative (mean).

The result of the classroom action research conducted in two cycles showed that the improvement of students' writing recount text can be seen from the improvement of the mean score of pre-test, first post-test and second post-test. The pre-test mean score was 53.92 increasing to 61.80 in the first post-test and increasing to 65.16 in the final pos-test. Therefore, it can be concluded that teaching writing recount text by using Manga Strips can improve the students' skills in writing recount text. Manga Strips can be applied in teaching and learning process. Hopefully, by implementing Manga Stips, the students' can achieve the optimum in writing recount text. The researcher hopes that the researcher has done will inspire the English teachers to conduct Manga Srips in their classroom.

CHAPTER I

INTRODUCTION

A. Background of the Study

Today, students are expected to be able to communicate through English as the demand of the improved curriculum and the competence. Therefore, the students must be able to share their ideas, opinions, experience in the spoken language as well as in the written language in every situation and place.

Based on the curriculum 2013 for Junior High Schools in Indonesia, it is mentioned that learning English is not only in the class but also at home and society. The teacher is not the only learning resource. The students must be active to explore many sources to improve their knowledge. They can get it from many sources, such as books in the library, other friends or from interactive media such as comics, macromedia flash and even games.

In terms of written English, the writing ability is very low due to many aspects such as grammar, punctuation and the spelling. And it is related to another fundamental problem in terms of interest in learning writing as they do not have enough basic knowledge and interest in writing. Therefore teachers have to determine the effective strategies to improve their interest and ability in writing. And the main problem that

leads to the low interest in writing is the lack of media that can give them a big picture of the story they want to write.

The use of interesting media also contributes to the better learning process, both improving students' participation and their interest in classroom activity which might lead them to have better ability in writing. The teaching and learning process will not be able to be conducted well if there are some problems related to the student's good interest in the learning process. Other advantages of the improvement in the learning process are to reinforce and help the students in the learning process. Students who have good interest in learning will have better ability and act to follow the process of learning. Besides the students' interest will also help them to learn every activities in the classroom, especially learning writing recount text.

Based on the observation carried out at SMP Muhammadiyah 1 Gatak, an English teacher there yet using innovative instructional media. The teacher still focus on material explanation only, therefore the researchers used a form of media that the dialogue Manga comic strips created by researcher.

B. Identification of the Problem

Based on the observation conducted in February 2016 in SMP Muhammadiyah 1 Gatak in the teaching and learning activity, the researcher found some problems. One of the main problems is the involvement of the students in every activity in the writing class which remains low. The first problem begins with the media for teaching recount text. In the teaching and

learning of writing recount text the teacher sometimes uses only one visual aid or medium to teach the students.

The second problem is the monotonous class activities which were held by the teacher in the classroom. The students' ideas cannot be captured and revealed while the monotonous classroom exists, and when they were given writing assignments especially in writing recount text they did that by copying from the internet.

The third problem is the monotonous learning sources that made students seem uninterested in studying. Since the learning sources were not well-prepared, most of students' activities and worksheet were taken from the LKS which did not contain relevant materials and it had confusing worksheet for students, so it will not encourage students' interest in performing their best. Another problem based on the learning sources was the writing tasks and activities that were weird and uninteresting. The writing activity lacked of meaningful activity and it seem that the writing test was on the LKS and has the same content. After being analyzed has been got that the students' mean score of pre-test was 54.23. From the writing score there were only 2 students who got a score 70 from 20 questions. This mean score is considered is still low since the English standards score (*Kriteria Ketuntasan Minimal/KKM*) is 75. The lowest score is 40. It also means that they failed to read English. The result of the students' writing showed that the worst aspect of writing is critical understanding.

Another problem is the availability of the media which could not be found in the classroom or even in the library. The students dealt with the same medium and that was a kind of boring thing as they did not know things that may be interesting for them, and it made them could not develop their knowledge and ability to learn English.

And the last problem is the English practice of the students especially in writing that is very low due to the low awareness of the importance of English and the little portion of writing tasks. The teacher gave the students more tests in writing skills than the task to learn. Therefore the students got bored with the routine activity provided by the teacher and it had some impacts on their interest and ability in writing. One of the factors why students of SMP Muhammadiyah 1 Gatak get low scores in writing was they lacked of practice. Along the meeting, the teacher gave them theories and even jokes, so the time were not allocated well for them to have practice. Therefore they did not have an opportunity to develop their writing skills, whereas practicing and giving the task are very important. Practicing in writing was only given by the teacher as homework. When it became homework, certainly they did it by themselves and are not guided by the teacher. Therefore some students found some difficulties and were not interested when doing the homework.

The students' attitude toward the target language influences the output of the target language. Students will have good attitude toward the

target language if they are interested in their teacher's way of delivering the material.

C. Limitation of the Problem

In the wider area of the problems, those cannot be identified and solved better, so the problems need to be limited in this study. Therefore, the research is mainly focused on the efforts to improve students' learning process in terms of enthusiasm, practice and participation in writing learning process by using the Manga Strips, due to the weaknesses which were stated before.

Based on the previous explanation, the study of the writing learning process by using the Manga Strips was expected to encourage students' interest and their involvement in writing learning process (especially in writing recount text), due to the content of the *Manga Strips* which is very interesting and has some creative ideas based on the story of the comic.

In this study, the eighth grade students of SMP Muhammadiyah 1 Gatak here selected as the subject of this study, because it is revealed that the main problem of uninterested students in the writing recount text is low practice and the lack of interesting media from other resources. In addition, the students tend to spend much time just for listening and understanding the kind of text types, especially recount text without having enough practice in writing it. If the process is going continuously, it can decrease the students' interest and it will not be able to be increased.

The research was conducted to solve the problems of writing that were stated above by the using Manga Strips with some considerations related to the text type.

D. Formulation of the Problem

Based on the explanation of the English teaching and learning problems that have been mentioned in the identification of the problems and based on the focus of the study, the problem is formulated as follows:

1. How can Manga Strips improve writing recount text of the eight grade students of SMP Muhammadiyah 1 Gatak in the academic year of 2016/2017?
2. How does the Manga Strips improve students skills in writing recount text of the eighth grade students of SMP Muhammadiyah 1 Gatak in the academic year 2016/2017?

E. Objective of this Study

From the formulation of the problem, the objective of this study is to improve student skills in writing recount text of the eight grade students of SMP Muhammadiyah 1 Gatak in the academic year of 2016/2017 by using Manga Strips.

F. Significance of this Study

The result of the study will hopefully be useful for the English teachers in teaching writing through Manga Strips.

By conducting this research, the researcher expect the useful contribution to English teaching, especially for:

1. English teachers of the junior high school

It can give inspiration for their teaching especially in teaching writing subject. It also can give alternative media in teaching and learning English, especially to erase the monotonous activities in the class in order to get the better assessment of the students' writing performance.

2. Junior High School Students

It can improve their interest and involvement in learning writing recount text to be better and improve their practice. And after the technique has been implemented students can write the recount text better especially in generating their ideas to write the recount text better.

CHAPTER II

LITERATURE REVIEW

As stated in the previous section, the aim of this research study is to improve students' writing learning process. Therefore, the discussion in this chapter will focus on the review of related theories underlying the study. It consists of three major sections, namely theoretical review, relevant studies and conceptual framework.

A. Theoretical Review

The current literature in the related themes in this section includes the reviews of writing, Recount text and Manga Comic Strips.

1. Writing Skill

a. Definition of Writing

Writing is a kind of skill that expects the students to produce a text by using English. They have to write about what they think in their mind and state it by using the correct procedure. There are several definitions of writing that can be studied. Meyers (2005:2) states that.

Writing is a way to produce language, which you do naturally when you speak". Writing is speaking to others on paper-or on a computer screen. Writing is a partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper, and reshaping and revising them.

Moreover Hyland (2004:5) states that writing is a way of getting things done. To get things done such as, describing something, telling a story, requesting an overdraft, drafting an essay, and so on. One must follow certain social conventions for organizing messages, and these conventions can be described and taught.

Nunan (2003:88) also defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

b. The Nature of Writing

Oshima and Hogue (1999:3) state that writing is not easy for both native speakers and new learners of English. It takes study and practice to develop this skill. Writing is a process, not a product. It means that a composition is never complete, it is always possible to be reviewed and revised many times.

Writing can also be defined as both physical and mental activity that is aimed to express and impress Nunan (2003:88). The activities of writing focus more on the act of inventing ideas, thinking about how to express and organize them into statements and paragraphs that enable a reader in understanding the ideas of the written work.

c. Micro- and Macroskills of Writing

In writing, there are some aspects that have to be considered. Brown (2004:221) has summarized all those aspects into two main skill, they are the micro-and macroskills of writing. They are needed to develop the effective writing. Those skills are described as follows:

1) Microskills:

- a) Produce graphemes and orthographic patterns of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce an acceptable core of words and use appropriate word order patterns.
- d) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- e) Express a particular meaning in different grammatical forms.
- f) Use cohesive devices in written discourse.

2) Macroskills:

- a) Use the rhetorical forms and conventions of written discourse.
- b) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c) Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

- d) Distinguish between literal and implied meanings of writing.
- e) Correctly convey culturally specific references in the context of the written text.
- f) Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In conclusion, the micro skill covers about the mechanical of writing and at the level of word, such as cohesive devices, past verb, etc. Meanwhile the macro skill covers wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc.

Therefore, based on the micro- and macro skills that have been determined, the writing activity and process should include them as well as employ writing strategies needed by the students. It aims to help students in constructing the ideas effectively and make them easier to make various kinds of texts.

2. The Writing Learning Process

It is important for the teacher to understand how their students learn, because it will be a consideration how the teacher will teach them. There are many different theories of learning process. Slavin in Brown

(2007:7) defines learning as a change in an individual caused by experience.

Meanwhile Burns in Dunn (2002) conceives learning as a relatively permanent change in behavior including both observable activity and internal processes such as thinking, attitudes and emotions.

a. Writing Process Approach

Unlike the product-approach that focuses on the final product, this approach concerns more on the process of how the students develop ideas and formulate them into effective writing works. Students are seen as the language creators in which they are given chances to experience the process of writing, try to organize and express their ideas clearly.

The activities are intentionally designed to facilitate the students become the language creators. Here are lists of typical writing activities done in the process approach mentioned by Brown (2004:335).

- 1) focus on the process of writing that leads to the final written products,
- 2) help student writers to understand their own composing process,
- 3) help them to build repertoires of strategies for prewriting, drafting, and rewriting,
- 4) give students time to write and rewrite,
- 5) let students discover what they want to say as they write,

- 6) give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention,
- 7) include individual conferences between teacher and student during the process of composition.

b. Process of Writing

In producing good composition of text in writing, it goes through many stages before it is finished. Although no two writers approach writing in exactly the same way, they generally follow six series of action as stated by Meyers (2005: 3-12). The steps are:

1) Explore Ideas

Writing first involves discovering ideas. Before starting to write, a writer has to explore his/her mind as many ideas as possible freely, then he/she record it to save the idea.

2) Pre-write

In this step a writer does not have to worry about the grammar, diction, spelling, or punctuation because he/she will revise it later. There are three steps in pre-writing: first, brainstorming. It is listing thought as they come in mind. Second, clustering, in this step, a writer may write the subject in the middle of the page, circle it and then write related ideas around the main circle. And the last is free writing, in this step, a writer simply

writes about subject without worrying about the sentence structure, spelling, logic and grammar.

3) Organize

A writer begins to organize idea after putting his/her idea into words. This process involves selecting, subtracting, and adding ideas, and then outlining.

4) Write a first draft

In this step, a writer writes quickly to record his or her thoughts and then put notes and new ideas in the margins.

5) Revise the draft

Revising is among the most important steps of writing, especially for people who write in a second language. A writer may add or omit ideas of material, move and remove ideas material that has not fitted, revise it several times until produce good composition of text. It is considering as the part of writing process that may take the most time.

6) Produce the final copy

Finally, writer edits copy over or prints a clean final copy after he/she had revised the draft. Notice that this final copy draft is more entertaining than the original. All of its content develops the main point. Its sentences are clear. And it has plenty of details.

From the explanation above, it can be concluded that writing is a series of process through step by step chronologically. Its process is important in producing a qualified text composition of writing.

c. Assesment of Writing

Heaton (1988:1480) mentions three methods of scoring writing. Those are impression method, analytical method, and mechanical accuracy or error-count method. Impression method is a method to give a single mark based on the total impression of the students' writing as whole. In contrast to impression method, analytical method provides score for each aspects of students' writing. Meanwhile, mechanical accuracy or error-count method is applied by counting errors made by students.

Based on the devinition above, the are two types of scoring writing which are more common applied namely Impession or holistic scoring and analitycal scoring method is more commond to be applied in scoring of writing.

In impression scoring, Genesee and Upshur (1997:206) suggest to score students, writing using marks such as "A" , "B" , etc. Meanwhile, Alderson, Chalpan, and Wall (1995:108) suggest the scale in impression scoring as in table 2.1.

Table 2.1 Alderson's Impression Scale

Score	Predicate	Description
18-20	Excellent	Natural English with minimal errors and complete realization of the task set.
16-17	Very Good	More than a collection of simple sentences, with good vocabulary and structures. Some non-basic errors.
12-15	Good	Simple but accurate realization of the task set with sufficient naturalness of English and not many errors.
8-11	Pass	Reasonably correct but awkward and non-communicating or fair and natural treatment of subject, with some serious errors.
5-7	Weak	Original vocabulary and grammar both inadequate to the subject.
0-4	Very Poor	Incoherent Errors show lack of basic knowledge of English.

Different from impression scoring, analytical scoring provides score for each aspect of students' writing. A sample of analytical scoring comes from Heaton (1998:145) as seen in the table 2.2

Aspects	Score				
	5	4	3	2	1
Grammar					
Vocabulary					
Mechanics (punctuation and spelling)					
Fluency (style and ease of communication)					
Relevance (content related to the task demanded					

Using this scale, score is given ranging from 1-5 for each aspect above. A more detailed model of analytical scoring is proposed by Jacobs (in Genesee and Upshur, 1997 : 206). It is known as scoring rubric of ESL composition profile as seen in this table 2.3

Table 2.3 Scoring Rubric of ESL Composition Profile

Aspects	Score	Criteria
Content	30-27	Excellent to Very Good: Knowledgeable. Substantive. Systematic development of Thesis. Relevant to assigned topic.
	26-22	Good to Average : some knowledgeable of subject. Adequate range. Limited development of thesis. Mostly relevant to topic, but lacks detail.
	21-17	Fair to Poor : Limited knowledgeable of subject. Little substance. Inadequate development of topic.
	16-13	Very poor : does not show knowledgeable of subject. Non-substantive. Irrelevant to topic, or not enough to evaluate.
Organization	20-18	Excellent to Very Good : fluent expression. Ideas clearly stated/supported. Concise. Well organized. Logical sequencing.

		Cohesive.
	17-14	Good to Average : somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing.
	13-10	Fair to Poor : Non-fluent. Ideas confused or disconnected. Lacks logical sequencing and development.
	9-7	Very Poor ; Does not communicate. No organization. Or not enough to evaluate.
Vocabulary	20-18	Excellent to Very Good : Sophisticated range. Effective word/ idiom choice and usage. Word form mastery. Appropriate register.
	17-14	Good to Average : Adequate range. Occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor : Limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured.
	9-7	Very Poor : essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough to evaluate.
Grammar	25-22	Excellent to Very Good : Effective complex construction. Few errors or agreement, tense, number, word order/function, articles, pronouns,

		prepositions.
	21-18	Good to Average : Effective but simple construction. Minor problems in complex constructions. Several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to Poor : Major problems in simple/complex construction. Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions. Meaning confused or obscured.
	10-5	Very Poor : Almost no mastery of sentence constructions rules. Dominated by errors. Does not communicate or not enough to evaluate.
Mechanics	5	Excellent to Very Good : Demonstrates mastery of conventions. Few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average : Occasional errors of spelling, punctuation, paragraphing, but meaning not obscured.
	3	Fair to Poor : Frequent errors of spelling, punctuation, capitalization, paragraphing. Poor handwriting.

		Meaning confused or obscured.
	2	Very Poor : No mastery of conventions. Dominated by errors of spelling, punctuation, capitalization, paragraphing. Handwriting illegible. Or not enough to evaluate.

In this study, the researcher uses Jacob's scoring rubric of ESL Composition Profile above which is more detail than the others. In scoring rubric scores of each aspect of students' writing. The aspects include content(development of thesis), organization (cohesive, coherence, and sequencing), vocabulary (word choice, idiom, and word form), language use (word order, tenses, agreement, number, article, pronouns, and preposition) and mechanics (spelling, punctuation, capitalization, and paragraphing). Each aspect of students' writing is labeled by four predicates: excellent to very good, good to average, fair to poor, and very poor with its own score.

Scoring rubric of writing is one of the aspects which have to be considered to avoid the subjectivity in scoring. Besides, there is one way more to avoid subjectivity in scoring writing that is inter-rater reliability. According to Brandt (2009:23) states that interrater reliability method which is done by comparing the score given by different raters for the same tasks. Then, Wang(2009:1) stated that interrater reliability refers to the degree of the similarity between different examiners. It can be two or more examiners without influencing one another, give the same marks to the same of scripts.

From the explanation above, it can be concluded that inter-rater reliability is a method to measure the reliability of writing score by using two raters or more. In this study, the researcher also uses inter-

rater method in scoring students' writing ability. Both of the researcher and one more rater will score the students' writing in different place based on the writing scoring rubric above. Then, the score of both of the raters will be accumulated to be found out the mean of the score. That mean score is the score which will be analyzed.

3. Teaching Writing Using Manga Pictures

a. Principles for teaching writing

In the classroom activities the teacher should concern about the principles of teaching writing to achieve the goals of the students. So in practice the teacher must give opportunities for the students to try their best in producing the written text, and it is not simply that the teacher have to provide the students with the any kind of knowledge how to produce the text well.

Brown (2004:61) states that there are some principles for teaching writing, they are understanding students' reasons for writing, providing many opportunities for students to write, providing feedback helpful and meaningful, and the teacher must clarify himself, and for his students, how their writing will be evaluated.

1) Understand students' reasons for writing

It is important to understand the students' goal when they are writing. It is a big problem when the teacher's goals do not match the students' or when the teacher's goals do not match those of the school or institution in which the student works.

2) Provide many opportunities for students to write

To improve writing skills, students must always practice. The teacher must give many chances for students to develop their writing skills by providing them some different types of writing. Narrative, recount, report, procedure, and descriptive texts are the examples of writing types that can be provided by the teacher.

3) Make feedback helpful and meaningful

Students crave feedback on their writing. The teacher must always provide a feedback for students. In providing a direct feedback, make sure the students understand the vocabulary or symbols that the teacher used.

4) Clarifying

The teacher must clarify himself, and for his students, how their writing will be evaluated. Teacher must evaluate the students' writing objectively. A rubric is the answer that can elaborate the elements of writing that are to be evaluated.

d. The Reason for Teaching Writing

There are many reasons why the teacher must teach writing to students of English as a foreign language. According to Harmer (1998:79), reinforcement, language development, learning style and writing as a skill are the reasons why the teacher teach writing to their students.

- 1) Reinforcement: to see how the students acquire language is not only by an oral way, but also from the language writing down. The visual demonstration of language construction is needed for students to be an aid to commuting new language to memory. It is also useful for students to write sentences using new language shortly after they have studied it.
- 2) Language Development: The mental activity in writing helps the students to learn by on going learning experience.
- 3) Learning Style: Each student has a different learning style. Writing is suitable for learners who produce language in slower way.
- 4) Writing as a skill: Writing is included to basic language skills. Beside writing, the students need to know how to write advertisement, letter, etc.

e. Approaches in Teaching Writing

There are various approaches to teach writing. Hyland (2003:2) proposes some approaches to teach writing, those are:

- 1) Focus on language structures

In this view, learning to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts.

- 2) Focus on text functions

This approach here relates structures to meanings, making language use criteria for teaching materials. It aims to help students develop effective paragraphs through the creation of topic sentences, supporting sentences, and transitions, and to develop different types of paragraphs

3) Focus on creative expression

This approach can help generate self-awareness of the writer's social position and literate possibilities. Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.

4) Focus on the writing processes

The process approach to writing teaching emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task.

5) Focus on content

This involves a set of themes or topics of interest that establish a coherence and purpose for the course or that set out the sequence of key areas of subject matter that students will address.

6) Focus on genre and contexts of writing

Teachers who take a genre orientation to writing instruction consider subject content, composing processes and textual forms to see writing as attempts to communicate with readers. They are

concerned with teaching learners how to use language patterns to accomplish coherent, purposeful prose. The central belief here is that we don't just write, we write something to achieve some purpose: it is a way of getting something done.

In the process of teaching and learning, a teacher must consider six approaches and be able to keep the balance of those approaches. The teacher cannot choose only one of the approaches because to make students have a complex ability in writing, the students need various approaches.

f. Types of writing performance

There are four categories of writing performance by Brown (2004) that capture the range of written production. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

- 1) *Imitative*. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level a: which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern

- 2) *Intensive (controlled)*. Beyond the fundamentals of imitative writing art skills in producing appropriate vocabulary within a context, collocations and idiom? and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, bin most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.
- 3) *Responsive*. Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical direct fives, lists of criteria, outlines, and other guidelines. Genres of writing include brie narratives and descriptions, short reports, lab reports, summaries, brief responses, reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.
- 4) *Extensive*. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay term paper, a major research project report, or even a thesis.

Writers focus on teaching a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

g. The effective ways to improve the writing learning process

The effective writing learning process must have some criteria as follows:

- 1) Increasing the students' motivation in writing. According to Harmer, (2001:51), increasing the motivation is the basic need of the students as the main criteria to follow the process of learning.
- 2) Providing many opportunities for students to write. As stated by Sokolik in Nunan, (2003:92), giving opportunities in writing is the effective process to measure the students ability especially in writing.
- 3) Encouraging students to make beneficial efforts, as stated by Sokolik in Nunan (2003:92), students are attempting to make the classroom activity clear and useful for them by having the good interaction between the teacher and also their friends.

- 4) Providing vary activities, according to Christison in Nunan (2003:273), various activities and material which may be interesting and attract the students attention to follow the learning process.
- 5) Providing various materials. Every interesting materials which attract students interest will be useful to make them involved in every activiities (Christison in Nunan, 2003:273).
- 6) Providing process of writing.

According to Seow in Richards and Renandya (2002:316), the process is the important step to make students understand.

h. The Roles of Teacher in Writing

Teaching is not a simple activity. It is not only transferring knowledge from the teacher to students, but it is also a process how the students' behavioral changes. Therefore, the teacher must aware that his/her students get something beneficial that is really important to their future. Kimble and Garmezy in Brown (2000:7) state that learning is a permanent process of the change in behavioral tendency and a result of reinforced practice.

In teaching his/her students, a teacher must consider their roles towards students' development in learning, especially writing. The various strategies and materials must be prepared by the teacher when he/she is teaching writing. As the conclusion, the effectiveness of the process teaching and learning in the class is very affected how

performance of teacher when teaching writing. It means, the teacher must in the good performance when helping the students understand and learn how to write effectively, give clear explanations and guide the students in each step of the writing process.

Harmer (2004:41) proposes some tasks which is done by the teacher before, during and after the process of writing they are 1) demonstrating, 2) motivating and provoking, 3) supporting, 4) responding and 5) evaluating.

Demonstrating is the first task that must be done by the teacher in the process of teaching writing. This task has aim to make students understand writing conventions and genre constraints of particular types of writing. Both aims must be drawn to attract students' attentions.

After demonstrating, the teacher has to continue the next task, they are provoking the students. For several students, writing is a big problem because they sometimes lack in transferring the idea from the mind to their writing. This situation can be solved when the teacher help by provoking them to get ideas and then persuading them to work on their writings.

In the process of writing, sometimes students face difficulties. In this situation, the teacher must be ready to support the students to solve them in order to make students always feel comfortable and have interest to write continuously.

When the students have finished their writing, the teacher performs the fourth task, it is a responding. Responding here means how the teacher reacts to the students' writing work. This task focuses to the content and construction of the writing. The responses or reactions to the student's work can be in the form of feedback or suggestions for the students' improvement in writing.

The teacher completes the task with evaluating the students' work and then grades them. This task has function to see how far the progress of students in writing. As conclusion, those task are main requirements of a teacher if he/she wants his/her students are guided and be a better writer especially guide the students to express the ideas.

According to Harmer (2007:261-262) some information about teacher's roles in the teaching and learning process of writing were explained as follows:

1) Motivator

The teacher as a motivator means that the teacher must be able to motivate his/her students by creating an attractive atmosphere at class, persuading them of the advantages of the activity and encouraging them to always practice writing to achieve the optimal result.

2) Resource

The teacher must be ready to serve every information and language needed by students when they are doing the next level of

writing tasks. The teacher also should accompany his/her students to give them advices and suggestions in a constructive and smart ways.

3) Feedback provider

Teacher must respond or react positively to what the students have written. The level of feedback must be balanced with the level of students' ability in writing.

The teacher has very importance roles in the development of students' writing ability. Therefore, he/she should always consider if the teacher can be a motivator, resource, and feedback provider in guiding and facilitating the teaching and learning process.

i. Teaching Writing in the Junior High School

In teaching the junior high school we also need the relevant matter that have to be considered. And we have to justify it with the regulation of the ministry of education. The regulation of ministry of education covers in the form of content standard and the age range of junior high school students.

Firstly, 2013 Curriculum is the development of 2006 Curriculum. The difference between them is the addition of character education which was not included in 2006 curriculum. In junior high schools, the english subject consists of three components. First, the expression ability which concerns of the ability to understand and produce speech and

written texts and it is realized in four skills, i.e. speaking, listening, reading and writing. Second, comprehension and production ability of various short functional and monolog texts with essays of text types (genre) such as procedure, descriptive, recount, narrative, and report. The last, support of competence i.e. linguistic competence (the use of grammar, vocabulary, phonetic, and structure), socio cultural competence (the use of expression and action language receive in various context communication), strategy competence (the ability to overcome the problem which appears in communication process by using various methods) and building expression competence (the use of instruments of expression competence).

Moreover, according to the regulation of ministry of national education/ Permendikbud (2014), the core competence and basic competence for junior high school students of grade VIII semester 1 is that they have to perform several writing competencies as shown in Table 1.

**Table1 : Core Competence and Basic Competence of Writing Skill
for Junior High School Students Grade VIII Semester 1**

Core Competence	Basic Competence
4. Processing, presenting and reasoning in the concrete domain (using, extracting, composing, modifying, and creating) and	4.14 Understand the short and simple, oral recount text about experience and activities 4.15 Developing short and

abstract domain (writing, reading, counting, drawing, and composing) based on what learned at school and other sources in the same viewpoint/theory.	simple, oral and written recount text, about experience and activities by paying attention to the social function, the structure of the text, and the correct linguistic elements and appropriate context.
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The table above shows that the first semester students of Grade VIII will learn writing. However, in this research study, the researcher will only focus on one particular text type that is the recount text. Therefore it is so important before deciding what will be given to the students and what aspects they will have according to the lesson plan based on the curriculum and policy that the government has.

As a result, the teaching and learning writing for the junior high school students grade one must be designed also to help them develop their writing strategies so that they will able to improve their writing skill.

Brown (2000:346) mentions principles for designing writing techniques, they are:

- 1) Incorporate practices of “good” writers,
- 2) Balance the process and product,
- 3) Account for cultural/literacy background,

- 4) Connect reading and writing,
- 5) Provide as much authentic writing as possible,
- 6) Frame the techniques in terms of prewriting, drafting, and revising.

In summary, the teaching of the writing will focus on the recount text. The decision is based on the core competence and basic competence of grade VIII in the first semester. The teaching of writing must also focus on the psychological conditions of the students. Teachers have to teach them with the appropriate learning strategy and techniques. This will make the teaching of writing more effective.

4. Recount text

a) The Definition of Recount Text

According to Anderson & Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. There for the experience of the readers themselves, such as their adventure and their day's activities.

b) The Purpose of Recount Text

According to Mukarto et al. (2007), the generic structure or rhetorical features of a recount text consist of three parts, namely:

- 1) Orientation

It gives reader background information of the story. As the opening paragraph, it should answer the questions: who, what, where, when, and how.

2) List/series of events

It tells a series of events in a chronological order and describes what happened.

3) Re-orientation

The lists of reflections of the events exist in the paragraph. The recount text has social function. Recount “tell what happened”. The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a description of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

c) Types of Recount Text

In exploring how text works (Derewianka, 1990: 15-17) there are three types of recount. They are:

1) Personal Recount

Personal recount is a recount that retells of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are:

- a) Use of first pronoun (I, we).
- b) Personal responses to the events can be included, particularly in the end.
- c) Details are often chosen to add interest or humour.

2) Factual Recount Text

Factual recount is a recount that records the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

- a. Use of third person pronouns (he, she, it, they).
- b. Details are usually selected to help the reader reconstruct the activity or incident accurately.
- c. Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- d. Mention of personal feelings is probably not appropriate.
- e. Details of time, place, and manner may be needed to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).

- f. Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).
- g. The passive voice may be used (e.g. the breaker was filled with water).
- h. It may be appropriate to include explanations and satisfactions.

3) Imaginative recount

Imaginative recount is a recount that takes on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

5. Teaching-learning process using the scientific approach

The learning process is very important and takes the important key in the teaching-learning activity and the achievement of the students. The learning process means the students and the teacher have the correlation between them to be a unity in a class. It can be student-centered approach, where the teaching-learning activity is not teacher-centered.

A student-centred approach which actively engages the young person in the learning process is critical if skills which result in healthy behaviours are to be fostered and developed. Some of the learning strategies that could be incorporated in the comprehensive approach include self-directed learning, co-operative learning, role playing,

behavioural rehearsal, peer education and parent involvement. Consideration should be given to allow students to plan some learning experiences. They could be provided with opportunities to identify topics or areas for further study, contribute information relevant to an issue for study and/or make suggestions for follow-up activities.

It is important for the teacher to understand how their students learn, because it will be a consideration how he/she will teach them. There are many different theories of learning process. Slavin in Brown (2007:7) defines learning as a change in an individual caused by experience.

Burns in Dunn (2002) conceives learning as a relatively permanent change in behavior with behavior including both observable activity and internal processes such as thinking, attitudes and emotions. Then, Brown (2007:8) breaks down the components of the definition of learning, those are:

- a. Learning is acquisition or "getting."
- b. Learning is retention of information or skill.
- c. Retention implies storage systems, memory, and cognitive organization
- d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- e. Learning is relatively permanent but subject to forgetting.
- f. Learning involves some form of practice, perhaps reinforced practice.
- g. Learning is a change in behavior.

Because learning is a natural process, Curriculum 2013 proposes the scientific approach in learning process. The scientific approach is believed as a golden bridge of the development of attitude, skill, and knowledge of students.

And the scientific approach means the basic concepts underlying the formulation of inspiring or teaching method by applying scientific characteristics. The scientific approach is part of the pedagogical approach to learning in the classroom implementation that underlies the application of the scientific method.

Understanding the application of the scientific approach to learning does not only focus on how to develop student competence in observation or experiment, but how to develop the knowledge and thinking skills that can support creative activity in innovating or work.

It is stated in Permendikbud (2014) that the scientific approach in Curriculum 2013 has some steps. They are observing (*mengamati*), questioning (*menanya*), experimenting (*mengumpulkan data*), associating (*mengasosiasi*) and communicating (*mengkomunikasikan*).

1. Observing (*mengamati*)

The process of observing by senses (reading, listening, seeing, watching etc.) with or without tools. It has certain advantages, such as the media presents a real object, learners happy and challenged, and easy to be implemented. Of course learning activities in order to observe this usually requires a long time preparation, relatively large

cost and effort, and if it is uncontrolled it will obscure the meaning and purpose of learning.

2. Questioning (*menanya*)

In this process, the students create and ask questions, discuss about some problems, the extra information they want to know, or as a clarification.

3. Experimenting (*mengumpulkan data*)

The third process is experimenting. It means to explore, try, discuss, demonstrate, imitate the shape or motion, experiment, read other sources beside text book, collect data from informants through questionnaire, interview, and modify/add/develop. Students should have skills to develop knowledge about the environment, and able to use the scientific method and scientific attitude to solve the problems that they face everyday.

4. Associating (*mengasosiasi*)

Associating means processing information that has been gathered, analyzing data in the form of creating category, associating or linking phenomena/relevant information in order to find a pattern and conclude them.

5. Communicating (*mengkomunikasikan*)

6. It is a process of presenting a report in the form of charts, diagrams, or graphics, prepare written reports, and presenting a report covering the process, results, and conclusions orally.

Another explanation is stated by Richards and Renandya (2002:316), those are planning, drafting, revising, and editing. In every stage, it is suggested that it provides various learning activities that can support the learning of specific writing skills.

The planned writing experiences for the students can be described as follows:

1) Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Planning also brings the students away to have many ideas to write. Since its function is to stimulate students' ideas to write, the writing activities must be prepared to provide them learning experiences of writing, such as clustering, brainstorming and etc.

2) Drafting

At this stage, the students will focus on the fluency of writing and write without having much attention to the accuracy of their works. They must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to different audience, such as peers, other classmates and etc.

3) Revising

The students review and re-examine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simply activity of checking language errors but it is done to

improve global content and organization of the ideas so the writer's intention is clearer for the reader.

4) Editing

At this stage, the students are focused on tidying up their works as they prepare the final draft to be evaluated by the teacher. The main activity done by the students at this stage is editing their mistakes on grammar, spelling, punctuation, sentences, diction, sentence structure, and accuracy of supportive textual material.

The students are not always expected to know where and how to correct every error, but editing of the best of their ability should be done as a matter of course.

7. Media in Teaching Language

In teaching and learning language process, effective communication between teacher and students is intensively needed. To establish an effective communication, teachers need media that can help them to deliver a message or information. As stated by Soeparno (1987:1), media are a tool used as a channel to deliver a message or information from a resource to receiver. In the teaching and learning context, the resource is a teacher, while the receiver is students.

Media also can be used to transfer the learning material to reach the goal of study and increase the student's achievement. In addition, Sudjana and Rivai (2007) state media is a tool in the systematic

instruction that can accelerate the students' learning process which in turn is hoped to increase the students' achievement.

Thus, media are the main component and tool such as photograph, chart, diagram, poster, leaflet and brochure pamphlet which are needed in the teaching and learning language process to help establish condition used by the teacher to facilitate the instruction in order to support students to reach the goal of the study.

Moreover there are so many functions of media in the teaching and learning process. According to Sudjana and Rivai (2007:1-2) there are some functions of media, as follows:

(1) To attract students' attention

By using media, the instruction can be more interesting and students will be more interested in learning process designed by the teacher, which in turn will raise their motivation in learning a subject.

(2) To make the lesson more meaningful and understandable

Learning material will be easier to be understood and meaningful. So, it is expected that students will be able to reach the goal of teaching and learning better.

(3) To reduce the length of time

Teaching and learning activities are not only verbal communication. Knowledge that will be transferred to the students will be understood easily by seeing or using the media. So, the length of time required can be reduced.

(4) To make students more active in learning process.

When the process of teaching and learning happens, students are not only listening to the teacher's explanation but also doing other activity such as observing, interpreting, explaining, demonstrating, practicing, etc. on the process, students learn actively which in turn will prevent students from feeling bored and reducing this condition. Referring to the explanation above, it is clear that the use of media is important in teaching and learning English. They help both the teacher and the students to achieve the goal of the study. And media help the students to gain their interest.

Those are in line with Harmer (2007:177) who suggests four media which can be used in the classroom. Those are realia, pictures, cards, and Cuisenaire rods. Realia is the real objects or the replica of them. The benefit of using realia is it is quite useful and intrinsically interesting. Moreover, realia also provides variety of language work and communication activities. The second is picture. Teachers have always used pictures or graphics whether they are drawn, taken from books, newspapers and magazines, or photographed to facilitate learning. The third is card.

Cards as a media can be used for various activities such as matching and ordering, selecting, and card games. The last is Cuisenaire rods which are actually a set of small blocks of wood or plastics of

different length. They can also be used for many activities such as to show stresses, prepositions, and so on.

8. Manga Comic Strips

a. Manga

Manga loosely refers to a style of cartoons originating in Japan. They usually are published in installments, and depending on their form, can be up to several hundred pages long. Many different genres are available, so they are popular with people of all ages and backgrounds. Known for their in-depth plots and characters, these well-respected works have been drawn for hundreds of years, although the modern version developed starting in the mid-20th century.

Theory of comic is stated by Gravett (2004) that in Japan, *Manga* and other forms of graphic literary materials have been an integral part of the national reading culture, for adults as well as their children, a heritage of remarkable breadth and diversity since the end of WW II.

b. Comics

Comic is about the spoken language that conveyed in the picture and panels. Generally it is different from books. Usually, comic

book provides the spoken language related to the reality exist in the real life, completed with gaps, hesitations, and slang. Cary (2004: 33) states that comic strips can be used as a means to help students deal with difficulties in complex language in language learning especially.

Moreover Ranker in Drolet (2010) defines the use of comic as reading material for ESL students and found that they help English language learners with both reading and writing.

Hartley in Mallia (2007) limits the use of comic in textbook design entirely to the affective domain, especially in classroom:

"Clearly the affective role of instructions is to therefore in comic strips: their aim being to attract and motivate less-able learners. Often cartoon strips are used to present a simplified form of instruction, but there has been little research on their effectiveness in this respect. ... The general picture that emerges from studies of text with cartoon embellishments is that cartoons often enhance motivation, but they do not often increase comprehension." (pp. 87-88)

Therefore, by this explanation about the definition of the comic strips, it is clearly stated that it was a sequence of pictures which has the meaningful message conveyed in some words related to the theme of the graphic.

c. Teaching by Using Comic (Manga Pictures)

Comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension

process would be facilitated since learners would be better to make prediction when encountering words and expressions in a passage with which they are unfamiliar.

Based on Derrick (2008), there are some ways in using comics in writing. Those are:

- 1) Understanding visual symbols.
- 2) Reading order in Comics.
- 3) Comic jigsaw.
- 4) Fill in the text.
- 5) Putting panels in order.

Therefore, Manga comic strips can be regarded as a potential material in teaching writing recount text to gain students' interest. Among visuals genre, Manga comic strips is more communicative, popular, accessible and readable. In short, comic as media in teaching and learning will be more effective.

Considering the standard of competence in writing according to the curriculum that students are to be able to understand meaning in the short simple recount text. Manga comic strips can be both a method and medium of instruction. In the area of basic competence in writing recount text, the task for students is developing steps in the short simple passage and functional written text accurately, fluently and acceptable.

Therefore the Manga Strips activities are expected to help students activities in order to be varied and have the meaningful goal especially in process of writing recount text.

B. Relevant Studies

The first study is the research of Krisnanto (2013) was also succesful to improve ability of students of SMP N 5 Depok in speaking. Based on the study above, it is mentioned that comic strips is effective to improve students' speaking skills. The study showed that comic strips was able to improve the students' speaking in terms of Confidence and participation. Moreover, the use of comic strips could improve the students' participation in terms of students' interest, concern, and attitude.

Furthermore the research from Riskia Amalia (2014) was also succesful to using comic strips to improve reading learning process of student of SMP N 2 Padang. Based on the study above, it is mentioned that comic strips is effective to improve students' learning process. The study showed that comic strips was able to improve the students' reading learning process in terms of Confidence and participation. Moreover, the use of comic strips could improve the students' participation in terms of students' interest, concern, and attitude.

Based on those relevant studies, the research will be conducted in improving the students' skills in writing recount texts within the context of Junior High School students by using Manga Strips.

C. Conceptual Framework

Every skill in the teaching-learning activity plays important roles in the students' language learning mastery and also contributes to the ability in English which may influence to their talent. It means that the objectives of the English teaching and learning process must be emphasized at helping the students to be able to develop their writing competence.

Sometimes the teacher has decided the plans and goal to maximize the learning process but it did not work. It can be seen from the students' writing performances and their responses toward writing. Most of them consider that the writing skill is one of the most difficult skills to be mastered.

From the observations and interviews with the English teacher, several problems were found by the researcher related to the teaching and learning process of writing in SMP Muhammadiyah 1 Gatak. The classroom learning writing process does not work well. This happens because there are some problems that may influence the learning process. Those factors are the teaching and learning atmosphere, limited sources of learning and lack of practice. Besides, the students are also uninterested in the teaching and writing learning process.

Then, the researcher decided to use Manga Strips as one of the best solutions to those problems. Manga Strips was chosen to be the relevant media to improve the learning process because it has many benefits in the teaching and learning process of writing. The first advantage of using Manga Strips is

that it will make the students' writing interest improved. By using the Manga Strips, the students are more interested to be involved in the teaching-learning process and be able to write well. It happens because the Junior high school students have the high interest in the comic, as it has some features that entertain them.

Then using Manga Strips in the teaching and learning process of writing recount text will also change the classroom atmosphere. By giving the Manga Strips into the teaching in writing recount text, it expected to break the habit as the entertaining material that seems to be casual and informal are forgotten to be brought into the teaching and learning process.

In relation to its other benefits in writing, Manga Strips can be used as a medium to practice and drill English everywhere, as the Manga Strips can be given in every situations in the classroom activity. The students are lack of practice and drilling, therefore the students need a media to do those activities and certainly they also want to be guided by their teacher.

The last, Manga Strips can be used to improve students' language use and vocabulary because it can be designed into several activities i.e. vocabulary and grammar exercises. The activities will encourage the students to improve their vocabulary and language use.

To conclude, in this research study, the comic strips are used to be a kind of effective media to practice and improve the students' writing process in terms of their participation, interest and writing skill.

CHAPTER III

RESEARCH METHOD

This research is a kind of classroom action research (CAR) that tries to solve the problems of classroom activity especially in the teaching and learning process of writing based on the preliminary observations and interviews, so this research is categorized as action research. Lodico et al. (2010:313) mentioned that action research is a type of research that aims to enact immediate changes in an educational setting.

Meanwhile Mc Niff and Whitehead (2002: 39) said that the focus of action research is observing behavior and explaining the result of the observation. The act of observing behavior can be assumed as the way the observer found the problem in the classroom.

A. Subjects of the Research

The participants of the research were the teacher, the observer, me, and the students of the Eighth grade of SMP Muhammadiyah 1 Gatak as the subject of research.

The subjects of the research were 26 students of VIII B class of SMP Muhammadiyah 1 Gatak. Therefore this class was chosen as the subjects of the study after conducted the discussion with the English teacher. The research was conducted collaboratively by all research team members. This study involved

me, the English teacher, and the students of VIII B class of SMP Muhammadiyah 1 Gatak.

B. Research Setting

This action research was carried out in October, 2016 and conducted in VIII B class of SMP Muhammadiyah 1 Gatak, located on Mayang, Gatak, Sukoharjo.

In the classroom there were two white boards and an attendance board. There were also the organization chart of the class and the schedules for cleaning the class hung on the wall, 15 tables and 27 chairs.

C. Time of the Research

The study was conducted in the first semester of the academic year of 2016/2017. Then, the action was conducted from September to October 2016. I carried out the actions based on the school schedule, especially the English schedule of VIII B class of SMP Muhammadiyah 1 Gatak.

D. Procedure of the Research

1. The Model of Action Research

The action research was suggested by Kemmis and McTaggart (in Burns, 1999: 32), stated that action research occurs through a dynamic and complementary process, with consists of four essential 'moments' of planning,

action, observation and reflection. These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to: 1) develop a plan of officially informed action to improve what is already happening; 2) act to implement the plan; 3) observe the effects of the critically informed action in the context in which it occurs, and; 4) reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stage. In conducting this action research, there collaborated between the researcher and the English teacher.

Somekh in Burns (1999:32-33) portrays action research as ‘chameleon-like’, as the plans, actions and observations through which action research proceed should be able to be transformed by their social, educational and political settings as well as by their professional values, beliefs and histories. And the model of spiral can be illustrated as follows:

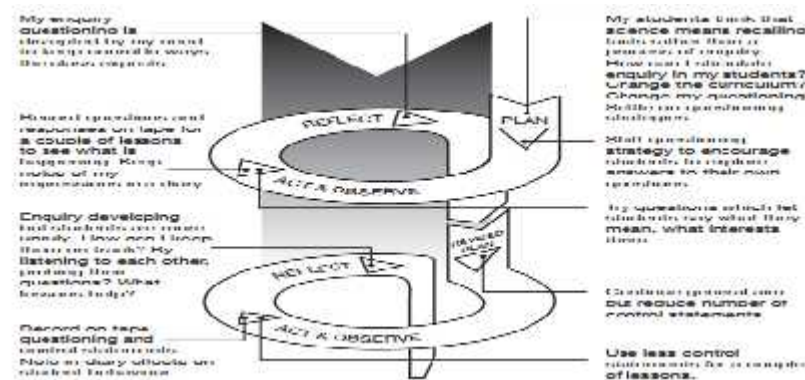


Figure 3.2 The Individual aspect in action research

2. The Procedures of Research

The collecting data in procedures of action research in this research are:

a. Identifying the Problem

The researcher tried to identify the problems by doing pre-observation in class VIII B of SMP Muhammadiyah 1 Gatak. The pre-observation activities are the researcher interviewed the English teacher, the students a piece of questionnaire and then based on the result of their pre-test. The problems refer to the students reading comprehension.

1) Questionnaire

The researcher gave a questionnaire to each student in class VIII B of SMP Muhammadiyah 1 Gatak. The content of the questionnaire was about problem learning English, how about their teacher teach them, and how about their feeling if during teaching and learning reading conducted in a group. Based on the result of questionnaire, the students have problems with reading comprehension and their teacher. Most of them have the same problems and same reason, for the example they cannot clear with the explanation of their teacher.

2) Observation of teaching and learning process

Observation was held in class VIII B of SMP Muhammadiyah 1 Gatak during the English lesson. The researcher conducted the observation in order to know about the teaching and learning process in that class, to know the implementation of Manga Strips to improve students skills in writing recount text, the students' behavior when they join the lesson, the technique or method that what used by the teacher, and others. Based on the observation, the researcher made some summaries such as; teacher only uses one technique, evaluate homework, give question and feedback, not real thing, during lesson there are some students low attention to teacher explanation, low focus of the students during reading lesson, almost of the students did non-academic activities rather than activities and most of the students were lazy to fulfill the reading assignment the teacher instructed.

3) Interviewing the English teacher and students

The researcher interviewed the English, Mrs. Diah Rahmawati, S.Pd, and some students of VIII B class. The interview were held to know the opinion of the teacher and students about English and the teaching and learning process. The researcher prepared the general questions first before ask it to them. The questions for the teacher and the students were different. The researcher interviewed the teacher first, during the interview, the researcher got many

information or data related to with English lesson and problems that may be had by the students. Second, the researcher interviewed the students and it is done when they got time to rest. The researcher asked some questions about the problems related with English Lesson, and they have same general problems, that are problems in reading comprehension.

4) Gave them Pre-test

The researcher gave the students pre-test before implementation the Manga Strips for the students. The pre-test aimed to know how the understanding's students about recount text and how about the score of students. Based on the results of pre-test, the researcher can made a group to implementation the Manga Strips. The test is about recount text. The type is the test is multiple choices with 20 questions. And the assessment of this test is every question that students can answer with the right answer got 5 points.

b. Planning the action

After identifying the problems, the researcher designs an action plan, that is, what activities carried out. Next, the researcher prepares everything related to the action that implemented. The researcher prepares everything that uses in doing classroom action research:

1) The material

The researcher prepares the materials that uses during observation in the classroom action research. The material focuses on recount text because it is one of the text types taught in the eighth grade of Junior High School for the second semester. And the researcher's collaborative suggested to the researcher to use these texts.

2) Making lesson plans

The researcher makes for 8 meetings to 2 cycles based on the syllabus.

3) Making students' worksheet

The researcher arranges worksheets and record students' activities. The worksheet consists based on syllabus, multiple choice and essay question.

4) Preparing teaching aids and instrument.

Then the researcher also prepares the teaching aid and media uses in teaching process. For the media consists of:

1) Manga Strips; 2) compliment and suggestion sheet.

5) Making students' assessment

The researcher makes scoring table including name of students and total score based on the standard of reading assessment.

6) Making observation sheet

The researcher uses a private sheet to note the atmosphere in the class. It was used to describe the situation during research.

c. Implementing the Action

It is done by the researcher based on the planning in order to improve, increase, or make any changes intended. The researcher implemented the teaching and learning reading using collaborative strategic reading. The researcher did two cycles. Every cycle takes 4 meetings. Three meetings to implementation the strategy and one meeting to take the post test. In action, the researcher applied what planned by the researcher:

1) First Cycle

In the first cycle the researcher conducts fourth meeting. Whereas, three meetings to teach material with Manga Strips and one meeting to give post-test cycle 1 to the students.

a) Giving explanation

The researcher gives explanation about Manga Strips to students briefly.

b) Informing about Manga Strips

The researcher tells to the students about the steps of Manga Strips.

c) Dividing students heterogeneously

The researcher divides the students into a group heterogeneously, based on the pre-test score. The students

have a group consist of six until seven students in every group, because the basic of strategies is discussion.

d) Giving text to the students

The researcher shares the text to every student in each group in the class as the material that will discussed by the group.

e) Teaching writing to write recount text by using Manga Stips

After the pre-test and after giving text to the students, the researcher introduced Manga Strips model in teaching. Next, the teacher applied the lesson plan which has been made.

f) Giving chance to the students to ask any difficulties or problems

g) One of students in each group read the result of their discussion.

The researcher gives command to the students to read the text which had given by the researcher.

h) Controlling the students in each group

The researcher and the collaborator Mrs. Diah Rahmawati as English teacher, always controlling students in each group like made notes everything that they looked.

i) Giving post test

The researcher provided another test called a post-test which gives at the end of the cycle.

2) Second Cycle

In the second cycle the researcher conducts fourth meeting. Whereas, three meetings to implemented Manga Strips to writing recount text and one meeting to gives post-test cycle 2 to the students.

a) Giving text to the students

The researcher shared the text to every student in each group in the class as the material that discussed by the group.

b) Teaching writing recount text by using Manga Strips

After that, the researcher teaches the students by using Manga Strips based on the lesson plan has made by the researcher.

c) Giving chance to the students to ask any difficulties or problems

d) One of students in each group read the result of their discussion.

The researcher gives command to the students to read the text which had given by the researcher.

a) Controlling the students in each group

The researcher and the collaborator Mrs. Diah Rahmawati as English teacher, always controlling students in each group like made notes everything that they looked.

b) Giving post test

The researcher provided another test called a post-test which will give at the end of the cycle. The researcher defined the difference between the results of those tests. The data will analyse to answer the research problem.

4. Observing and Monitoring the Action

The researcher, observes important occurrences during the teaching and learning process by using Manga Strips model, and observes how the teaching and learning process run. The researcher responds and monitoring the students while they received the material in class. The teacher also observes all activities in the teaching and learning process while the college as a collaborator evaluation the teacher's teaching, offered suggestion on the best way to teach, and helps make a field note. The result of the observation not in the form of field notes.

The phase also involves the researcher in observing systematically the effects of the action and documenting the context, action, and opinions of those involved. It is a data collection phase where the researcher use 'open-minded' tools to collect information

about what is happening. In this observing and monitoring the researcher collaborations with the English teacher, she is Mrs. Diah Rahmawati, S.Pd as collaborator.

5. Reflecting and Result of the Observation

The researcher made an evaluation on all the researcher observes to find the weakness of the activities that carried out in using Manga Strips to teach writing. After carried out the teaching and learning activity using Manga Strips, the researcher occurrence in the classroom as the effect of action, evaluated the process, and noticed the result of the implementation of Manga Strips in teaching writing. The evaluation gives advantages in deciding what the researcher will has to do in next cycle, and deciding whether the strategies used were appropriate for the purpose and for the tasks. Modify the strategies if it was necessary. Finally, the teacher revised the plan for the next cycle. The analyzed the collected data, determining whether the action is successful or not. The result of this step became the basis for the next cycle and also answered the hypothesis that proposed.

E. Technique of Collecting Data

In this classroom action research, the researcher uses tests and non-test. Test is quantitative data and non-test is qualitative data. So, it different to gets the data:

a. Observation

Observation is a mainstay of action research. It enables researcher to document and reflect systematically upon classroom interaction and events, as they actually occur here in the sense taking regular and conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics which are being investigated. It also refers to using procedures that ensure that the information collected provides a sound basis for answering research questions and supporting the interpretations that are reached. Observing students' classroom behaviors and action is a common event for most teachers, but in the action research process the daily personal experiences of 'just looking' are made more systematic and praise. This gives us a basis for examining underlying assumptions, sharing them with others, and opening them up to alternative viewpoints (Burn, 1999:80). Supporting the ideas of Burns, Marshall (1995 in Sugiyono 2012:226) stated that through observation, the researcher learns about behavior and the meaning attached to those behavior. The observation conducts before and using the research. The observation aims to know the situation of the teaching and learning process when the media was used.

Burns (1999: 82) also stated observation roles are participant and non participant observation. The terms participant and non-participant observation involves entering the research context and observing oneself as well as others in that context. The researcher becomes a member of the context and participates in its culture and activities. Non-participant observation, means watching and recording without personal involvement in the research context.

The researcher uses kind of participant observation as technique to support the data from interview. In observation, the researcher observes the activity of the students and teacher during learning process. There are two parts of observation in this study. They are observation in pre-research, the researcher observed the activity among the students and the teacher during learning process. While in observation during action research, the researcher observed all of things that happened in the class. From the observation, the researcher noted all events, activity, and phenomenon happened. The researcher compared between interview data and the real condition of students in the class. If the data of interview is appropriate with the real condition, means that the data of interview is valid.

b. Test

Written tests, pre-test and post-test, are used to find out the students' achievemen in writing comprehension and to know the students' writing comprehension before and after teaching reading using Manga Strips. The

purpose of these tests is to figure out whether the students' writing skills improve or not.

In this research the researcher uses objective test type in the form of multiple choice test type and essay test type. In the form of multiple choices, the question is 20 numbers with four options (A, B, C and D). The students are required to choose the correct answer by crossing one of the four options in the form of multiple choice test type. Total score in multiple choices are 100. One point for each item which is answered by the students correctly and marked 0 for the wrong answer.

While in essay test type, the sum of question is 5. In the form of essay test type, the students must make a recount text which is suitable with what the question above. If the answer was perfect, the total score is 15, 25 for three numbers and 10. The test of reading is used to collect data about students' reading comprehension.

F. Trustworthiness of Study

Burn (1999: 161) stated that as a qualitative approaches have a gradually become more common in educational research, new concepts of validity have emerged. Burns (1999:163-164) also stated that triangulation is one of the most commonly used and best known ways of checking for validity. The aim of triangulation is to gather multiple perspectives on the situation being studied. It is a term which is used in different sense by qualitative researchers. Silverman

(1993:156 in Burns 1994:163) states that triangulation is comparing different kinds of data (e.g. qualitative and quantitative) and different methods (e.g. observation and interviews) to see whether they corroborate one another... This form of comparison, called triangulation, derives from navigation, where different bearing give the correct position of an object.

This triangulation is the technique to obtain the satisfied condition; it is needed not from the point of view. Patton (2002: 247) identify four types of triangulation: (a) Methods triangulation - checking out the consistency of findings generated by different data collection methods. They are: (1) it is common to have qualitative and quantitative data in a study; (2) these elucidate complementary aspects of the same phenomenon; (3) often the points where these data diverge are of great interest to the qualitative researcher and provide the most insights, (b) Triangulation of sources - examining the consistency of different data sources from within the same method. For example: (1) at different points in time; (2) in public vs. private settings; (3) comparing people with different view points, (c) Analyst Triangulation - using multiple analyst to review findings or using multiple observers and analysts: (1) this can provide a check on selective perception and illuminate blind spots in an interpretive analysis; (2) the goal is not to seek consensus, but to understand multiple ways of seeing the data, (d) theory/perspective triangulation - using multiple theoretical perspectives to examine and interpret the data

In this research, the researcher used methods triangulation. This technique is purpose to combine and check the information of the data with the instrument. This way can be reached by: 1) to compare the result data observation with the data of the interview, 2) to compare what the first informant says with other informant, 3) to compare the result from interview with the document analysis, 4) to compare the perspective of reality data with the opinion's people who related with the problem.

G. Techniques of Analyzing the Data

After collected all of data both quantitative and qualitative, the researcher reduced it as they result of the data collection.

1. Qualitative Data

According to Miles and Huberman in Emzir (2012: 129-136), there are three steps of data analysis, they are reducing the, displaying the data, and drawing conclusion/verification.

a. Reducing the data

Reducing the data can be interpreted as the process of selection, simplification, and transformation of the data to the field. The data includes the data of observation, questionnaire, document analysis, and test. In reducing the data, the researcher makes a summary, making coding, grouping the data. The activity continues with sharpening,

selecting, focusing, discard, and organizing data where the conclusion can be draw and verified.

b. Displaying the data

Display as compound information which arranges that allow in describing conclusion and taking action. The researcher describes all the data obtained from observation, questionnaire, document analysis, and test. The data displays in the discussion part.

c. Drawing conclusion/verification

The last step, the researcher concluded and verified the investigation of data display. In drawing conclusion and verification need re-checking and validating the data to strengthen the conclusion to be firmer and more trustworthy. Finally, the researcher takes conclusion and verifies whether Manga Strips can improve students' in writing recount text or not.

2. Quantitative Data

To analyze the quantitative data, need the result of students' score in writing. The test include pre-test, post-test in cycle one, and post-test in cycle 2. It was accounted by formulas to answer the improvement of students reading comprehension before and after implementing Manga Strips. So, the researcher knows the improvement in pre-test and post-test.

To know percentage of the improvement in pre-test and post-test knows with the percentage of correct answers of each student. The percentage is used to measure the students' reading comprehension. The

students' reading comprehension is found from the percentage of the correct answer. The percentage formula that is used it:

The mean of pre-test and post-test could be calculated with the formula: (Sudjono, 2008:81)

$$X = \frac{\sum X}{N}$$

$$Y = \frac{\sum Y}{N}$$

Where:

X= Mean of students' pre-test

Y= Mean of students' post-test

X= the total score

n = the number of students

If the mean score increase, the students' reading comprehension is considered improving and the researcher is successful.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses about the result of the research. The objectives of the research are to find the implementation when Collaborative Strategic Reading is implemented to improve students reading comprehension and to identify the improvement of the students' writing recount text by using Manga Strips. This chapter covers research implementation and discussion. Each cycle of the research' implementation which consist of planning, action, observing, reflecting and revising plan activities are described in this chapter.

A. Research Findings

This research finding is taken from what happened in teaching and learning process from the beginning until the end of teaching and learning process done in this research. This research is about improving students' writing skill in recount text by using Manga Stips. Researcher conducted this research in VIII B of SMP Muhammadiyah 1 Gatak in academic year 2016/2017. The research consisted of two cycles that started on September 28st 2016 (pre-test), October 5st 2016 is started for cycle 1 and finished on October 28st 2016 for cycle 2. After each cycle was done, the researcher gave a test to know whether the students' writing comprehension improves or not. The aims of this research are to improve the students' writing skill in recount text and to describe what happen in class when Manga Stips implemented to teach English writing recount text. The description of research finding could be explained as follow:

1. Process of the Research

This research was a classroom action research. The researcher was as an active participant as teacher and observer. Before conducting the research, the researcher told Mrs. Dyah Rahmawati, S.Pd as the English teacher in class VIII B that the researcher would conduct an action research for this thesis. She permitted to conduct Classroom Action Research (CAR) in her classroom. She wanted to know her students' improvement through the research Mrs. Dyah Rahmawati, S.Pd and the researcher worked together in implementing the study. The researcher and the collaborator help each other during the research. The collaborator always gives compliment and suggestion to the researcher after each meeting in order to the next meeting get better than before. Teacher Mrs. Dyah was the observer while the researcher was the practitioner and also the observer. The researcher took the time about two months. The following table explained about the research conducted.

Table 4.1 Research Schedule

No	Date	Activity	Time
1.	September 21 rd 2016	Pre-observation 1	08.30-10.00
2.	September 28 rd 2016	Pre-observation 2	08.30-10.00
3.	October 5 rd 2016	Pre-Test	08.20-09.40
4.	October 7 rd 2016 October 9 2016 October 14 rd 2016	Cycle 1 Meeting 1 Meeting 2 Meeting 3	08.20-09.40 10.30-12.00 08.20-09.40
5.	October 19 rd 2016	Post- Test 1	08.20-09.40

6.	October 21 rd 2016 October 26 rd 2016 October 28 rd 2016	Cycle 2 Meeting 1 Meeting 2 Meeting 3	08.20-09.40 08.20-09.40 08.20-09.40
7.	October 28 rd 2016	Post-Test 2	10.00-11.20

The researcher conducted the action research in two steps. First, the researcher was pre research observation and then researcher conducted the action research. In this research, the implementation was held in two cycles. During the research process the researcher noticed that cycle 1 was through stages of planning, implementing, observing, reflecting and revising plan. Cycle 2 consisted of several steps too; they were planning, implementing, observing, reflection. After that researcher get observation class situation with teacher English as research collaborator. And then, researcher conducted discussion of observation result and final reflection.

2. Identifying Problem

Pre- research was held before conducting the action research. It was aimed at identifying the problems that occurred during the teaching learning process dealing with the students' reading comprehension. It was to identify the teacher's technique in teaching reading and to identify the students' motivation in learning English. Several action are conduct in the pre- research. Those actions were interviewing the teacher and the students, observing the teaching learning process, giving questionnaires to the students and administering pre- test.

a. Observation

Before conducting the research, teaching and learning process was not inspiring. Based on the researcher's observation, she found the facts that could be explained as follows:

Table 4.1 The Field Problem Concerning the English Teaching in Learning Writing Recount Text in Grade VIII B on SMP Muhammadiyah 1 Gatak

No	Problems	Code
1.	Some students were not participated in the teaching and learning process.	S
2.	The students tended to be silent when the teacher asked them.	S
3.	Some students were passive and easily got bored in reading and writing activity.	S
4.	Some students did not pay attention to the lesson	S
5.	The students found difficulties in understanding the meaning of words.	S
6.	Some students were not involved in doing the assignment	S
7.	Some students did not understand the teacher's explanation when she spoke in English because they did not know the meaning of English words and sentences.	S

8.	The use of interesting media was limited in the teaching and learning process.	Me
9.	The materials were taken from textbook and LKS sometimes were monotonous.	Ma
10.	The teaching method used in writing activity was not interesting.	Mt
11.	The English teaching and learning process was teacher-centered.	A
12.	The activities were boring.	A

Note:

S : students

Mt : method

T : teacher

Ma : material

Me : media

A : activities

The researcher found that problems above were caused by some factors. The cause of those problems could be categorized into three aspects. First, they are viewed from students' aspect, the causes are the students had low motivation read English text, most of the students were not focus, and most of students were lazy to read the text. Second, from the teacher's aspect, based on the interview with the students the cause is teaching technique is used sometimes was so monotonous. The teacher had never taught the students by different methods and teaching and learning techniques in her

instructional process. She used only students' worksheet to teach reading. Based on the pre-observation, it showed that in teaching and learning process, the teacher taught the students by activities as follows: 1) she explain the little material and then the students have to write the words that the teacher said; 2) the teacher and the students tried to translate the words or sentences together; 3) the teacher analyzed the generic structure of the text; 4) the teacher was explained the material not clearly so it is make the students confusion in understanding the material. The teacher not clearly when give an instruction to the students. And the other reason is the teacher not enough experience to teach students in the eight grade, because the teacher is a new teacher that usually teach and follow the training to teach seventh grade. Those activities were applied in every meeting of reading class. Therefore, the monotonous teaching and learning activity made the students were not interested and get bored during reading class.

Third, from the teaching source aspect, the cause is teaching source used in every meeting sometimes is monotonous. In this school used curriculum 2013 (*K-13*) for eight grade students. The book as a source that used is from the government. Every meeting the teacher just read this book, explain the material, give questions for the students and after that the teacher give assignment for the

students. It made the students get bored and did not have interest during teaching and learning process.

b. Interview

The researcher conducted the interview twice. First, the researcher interviewed the English teacher. Second, the researcher interviewed the students.

Based on the interview with the teacher, Mrs. Dyah Rahmawati, S.Pd stated that she still had difficulties in teaching English. Sometimes, she had difficulties in catching the students' attention when they had been bored. She also had difficulties in packing the teaching material using interesting technique, so she just used the prepared tools (black maker and with board) or sometimes she brought his own LCD, this condition was caused by the teacher difficulty to use technique in the classroom. She also stated that in teaching writing, the students had difficulties about understanding the structure of the text, the characteristics of the text, understanding the text message, main idea, and vocabulary.

Based on the interview with the students, MD, BA, SN, AD, YR and DN the researcher concluded that the students prefer to study in relax situation and not monotonous. From the interview with three students, BA, MD, SN when I give them a questions like “*Ketika ada test Writing, apa kesulitan yang kalian hadapi saat test? Apakah*

terlalu banyak kata yang tidak kalian mengerti? Terlalu panjang? Atau kalian tidak tahu arti dari kata-kata yang akan kalian tulis?" they said "*Semuanya*" its mean that they had problem in the vocabulary. They told to me that, if any test in English test, they lazy to read the text and they do not understand about the question.

Actually, they are smart students. But, because they are lazy to read the text especially the long text, so they got the low score. And the next question is when the researcher interviewed AD, DN, YR and given them question "*Apakah ketika guru kamu menjelaskan sebuah materi kepada kalian, penjelasan yang diberikan itu jelas?"* they answer "*Tidak begitu jelas Miss, masih agak membingungkan*".

c. Test

The researcher conducted the pre-test on October 5th 2016. In the pre-test, the researcher gave them some of question about recount text and them to make a recount text to the test. In the following text, there were 20 questions of multiple choices.

Based on the result of the pre-test, it was found that the students' skill on understanding recount text was still low, the students' mean score of pre-test was 53.92. From the writing score there were only 1 students who got a score 71. This mean score is considered is still low since the English standards score (*Kriteria*

Ketuntasan Minimal/KKM) is 75. The lowest score is 45. It also means that they failed to understand recount text.

Based on the result of pre-test, the highest score in the pre-test was 71. Furthermore, the lowest score in the pre-test was 45. The last, the mean score in the pre-test was 53.92.

Table 4.2 Pre Test Score

NO	Name	Content	Organization	Vocabulary	Grammar	Mechanics	Score
1.	Alfredo Bagus P	20	15	15	18	3	71
2.	Aris Ma'sum	20	15	14	10	4	63
3.	Amah Wiji S	15	12	13	10	3	53
4.	Aldi Iswandono	10	10	12	10	4	46
5.	Annisa Pramudita S	17	10	13	10	4	54
6.	Atriya Valentina H	15	10	10	13	4	52
7.	Adit	16	12	15	10	4	57
8.	Bagas Efendi	15	10	13	12	3	53
9.	Bima Ali Syahbana	15	10	10	10	3	48
10.	Cindhy Azzahra R	10	12	12	10	3	47
11.	Dea Syahfitrie	15	12	12	10	4	53

12.	Deby Nur A	12	10	10	12	4	48
13.	Dini Maharani	15	12	10	10	3	50
14.	Eka Yudha Pramudani	15	10	10	12	4	51
15.	Eva Puspitasari	20	12	12	12	4	60
16.	Eka Apriliana S	17	12	12	12	5	58
17.	Fadhila Rizki R	15	10	12	10	4	53
18.	Ferdian Febriyansyah	15	10	10	10	3	48
19.	Fajar Wahyu Nugroho	12	10	12	10	3	47
20.	Fauzi Artiza Rahman	15	12	12	12	4	55
21.	Giovani Patrin Dewi	12	10	10	10	3	45
22.	Goras	12	12	12	10	3	49
23.	Herry	15	12	12	10	4	53

	Prasetyo						
24.	Jesika	20	15	15	15	4	69
	Anggun P						
25.	Mariyatun	15	12	12	10	4	53
26.	Rakha	17	15	15	15	4	66
	Yoseviva						
Mean score : 53.92							

B. Implementation

1. The Report of Cycle I

a. Cycle I

Considering the problems identified above, some actions were applied as the effort to solve the problems. The efforts focused on improving students' involvement in writing. These were described as follows:

1.) Implementing comic strips and giving handout

In this cycle, comic strips were implemented in the handout, and the steps which was contained in this handout was following the steps of the K13 order to improve students' writing recount text which had an impact to their involvement the participation during in writing recount text. In the process, there were class presentations. During the class presentations the students must pay careful attention. By doing so, they would do well on the task. After that, they did the worksheets in a group. In

the last meeting of the cycle, there was individual task. It was writing their own wonderful holiday in their own words.

2.) Applying interesting comic strips activity and the classroom management

Knowing the result of observations and interviews that some of the students were not interested to join in classroom activities and take part in the teaching process, some actions to be synchronized the Manga Strips with some interesting activities were planned and changing the classroom management to be more controlled such as making the name of the story in the Manga Strips and the group they belonged, as the example by the naruto's member in the Comic. It was important to praise their existence and they will be interested after all and giving rewards in the end of the activity. There would be interesting activity alongside the implementation by group discussion and teamworking.

b. Actions and Observations in Cycle I

The actions were carried out four times, on Wednesday, October 5th, Friday, October 7th, Wednesday, October 12th, and October 14th, 2016. The study was aimed to improve students' writing recount text which was related to their involvement and participation in learning the writing recount text by using comic strips. In this cycle, the action was implemented and notes were taken on observing the teaching from beginning until after the class ends.

1.) Implementing comic strips and giving handout

The handout was contained comic strips, and they were provided first in the observing step of K13 curriculum, where after done it at the last they have to write their own story of their holiday. It was put it in the beginning of first cycle to make them familiar and to step in the next cycle as the students would deal most with the Manga Strips activity. Besides, it was a good model as the input text to begin with the new activity based on the Manga Strips.

In the beginning there was 6 groups which consist of 4-5 students eachwhere 1 group was about four or five, due to the class was consisted of 26 students. And in implementing Manga Strips, some procedures were taken. In the beginning, there was group division. There would be group consisting of four until five students. There were 26 students in the class, so there were six group at all, which four groups with four students and two group with five students.

After that, the students were asked to gather with their teammates and to make circle. In this time, they got group names from characters in famous manga cartoon "*Naruto*". each group have identities to help in recognizing the active students and groups. There were the name "Sasuke", "Sakura", "Itachi", "Hinata", "Jiraiya", "Akatsuki" and "Kakashi" group to make the group to be interesting.

The next activity was class presentation. The students were started into material by using some questions and clues, so the materials were not directly given. Then they were given some choices to be analyzed about the Manga Strips based on recount text. It aimed at improving students' self learning and encouraging the students to give their opinion. And it was proven by few students tried to answer the question by clues or just guessed it. But it was only 5 students who seem to be active at the beginning.

In the beginning, most students also did not get the point of *recount text* clearly. Besides that, the explanation was little bit so fast.

Then the Manga Strips as the input text was given. There were six panels and the story told about the students (naruto's member) who spent their own holiday by playing around in the park and tried to play the skateboard. The students were simply read the Manga Strips and marking the events based on the comic strips. In this activity some students were giving their attention while the other students did not. So to make sure they got understand or not, they were questioned and repeat the material again.

After the students got some points, the materials were given. The students raised their hand to ask about the material and after

make sure that the students were fully understand the first task was ran.

The first task was simply about read and underlining the verb inside the manga strips they read. There were no difficulties after all and the students fully understand about the instruction and they did the task well, it was proven by when they were given some questions about the verb provided in the text they answer it all. But there were still few students who did not know about the meaning. So the students were ordered to open their dictionary to find the meaning of the words.

After that the students were explained about the grammar used in the recount text. Some of the students understood while the others were not. They still had the difficulties with the irregular verb that has the different form of the V1 and V2 significantly.

The grammatical feature were explained again and giving them the list of the regular and the irregular verb that may be used in some text while the research was conducted. In the couple of minutes in the first meeting, the students were ordered to do the task about the verb form. The task ordered students to make sentences in the past negative form and the past interrogative form, while the positive form was on the present form.

As soon as the students finished doing the task, they were ordered to have a discussion to find the use of the simple past tense

and past continuous tense from every source in the shared group, there were 6 groups they belonged to. They continued to the next task provided by him. The students began to raise their hand and give their opinion about the material. At the first time, the students were passive and did not have a word. After the students finished doing the discussion, they submitted their worksheets. Students were asked about the conclusion of what they learned in the class from the beginning until closing. They also drew the conclusion from the material given. At last, the class was ended and the students said goodbye.

The second meeting there were the students who was absent from the class, it was about 2 students. The students began to analyze the text and the orientation, why and how many events happening, who were involved and the time of the story. They were also began to search the difficult words in group without assistance. After that the students dealt with the recount text in rearranging sentences.

The students were active but it was little, there were few students who sat behind who did not involved and chat each other. So the teacher gave the attention to them and they were given by the repetition of the story and they have to answer it. From few students behind there were 4 students who ask correctly, but some of them also have the willing and the interest to try answering the

question. Another presentation about chronological order and the conjunction of the story were also given. The students collecting information from the text and were given clues about that. The students tried to guess and finally some of them known about it. It was about the time conjunction to relating the events to be a coherent chronological order in a story. And to make sure about it the students working the task in group and each student have to provide their answer. There were 3 groups were all the members finished the task in time and 3 group rest has 3-4 students who had their member did not finished the task in time. Then students began with another Manga Strips task but they must be working individual while they sitting in their group, and the task was about re-arrange the paragraph into a good text. It was provided by the comic strips below the text so the students had the guidance to help them work in group together.

The paragraph was about the nice holiday, and the students have so many questions to doing this task. There were the unusual places that they never heard before, because the story told them about someone who had a trip to USA. The students were interested in doing this task and they all have done it in 15 minutes and their work must be submitted.

Finally the time gone then each group has to submit their work, no excuses. The students were given the last task in the

second meeting, and the task was the multiple choices with the comic strips above. The students were provided the comic strips to replace the reading passage, beside the comic strips has more space than the reading passage and it must be interesting for them. There were no difficulties for them to solve the task and it has done 5 minutes before the bell rang. Then the time was limited and before the bell rang they were questioned about the conclusion of the meeting.

In the last meeting of the cycle the students began to work individually to answer the question in the next task. The task was about the Manga Strips and make the story based on the Manga Strips. There were some students who confused but they're still working and doing by themselves.

After finishing the task the students were in group again to compete in writing their own holiday. Each group had to provide a good holiday story and every group has different ideas of story. And before the time was up the group had to be ready to submit their story and the winner will be announced in the next meeting. The students were start to work they looked so seriously to be the winner, but some students complained. It can be seen by the field notes below. The story of the comic strips was about the nice holiday events and it aimed to attract students due they must have the story of their momorable holiday.

There were 2 groups behind that were very clumsy. So each member was ordered to be serious. In the assessment of this activity ordered to the leader to make every member give their idea to be written in the story so there were no students who did not giving their ideas and notes were taken by the collaborator to mark for those who were active.

In the last, the winner will be announced in the next meeting. The students had one last task of this first cycle and the task was to write their own memorable holiday events during their lifetime and they do it individually but due to the time was limit, the students will made the task as the homework and will be collected later and there were the students' responses in various words about the classroom activity.

The individual improvement was calculated as soon as possible. The improvement were marked from each student, beside it was collected from the interview. The improvement was based on the students' cooperation in the classroom activity, teamwork and involvement.

In the last meeting in the cycle 1 there are Post-test 1. In this meeting was held on Wednesday, October, 19st 2016, the students did the post-test 1. The post-test was aimed to measure the improvement of students' writing comprehension. It was in

the form of written test. During 50 minutes the time given by the researcher to do this test, almost of students did the test themselves. Although, there were some students who wanted to cheat in doing this test, the researcher could control them by reminding them that she would give the minus score for the cheating students.

Based on the result of the post-test 1, it was showed from the result of the students' score that reached the *KKM* score from 26 students of VIII B class the mean score was 61.80, whereas the highest score that had been gotten by the students was 80, and the lowest score was 51. The result of post- test showed that the students' mean score improved from 53.92 in the pre- test to 61.80 in post- test 1.

Table 4.2 Post Test Score of Cycle I

NO	Name	Content	Organization	Vocabulary	Grammar	Mechanics	Score
1.	Alfredo Bagus P	20	15	15	20	3	73
2.	Aris Ma'sum	15	15	14	10	5	59
3.	Amah Wiji S	15	17	15	17	4	68
4.	Aldi Iswandono	15	12	12	10	5	54
5.	Annisa Pramudita S	20	12	15	10	4	61
6.	Atriya Valentina H	17	15	14	15	4	65
7.	Adit	20	12	15	15	4	66
8.	Bagas Efendi	15	15	15	15	4	64
9.	Bima Ali Syahbana	20	15	15	20	4	74
10.	Cindhy Azzahra R	20	15	15	20	4	74
11.	Dea Syahfitrie	16	12	12	12	4	56
12.	Deby Nur A	14	11	10	12	4	51

13.	Dini Maharani	17	12	11	11	4	55
14.	Eka Yudha Pramudani	20	12	12	17	4	65
15.	Eva Puspitasari	25	15	15	15	5	75
16.	Eka Apriliana S	20	12	12	15	5	64
17.	Fadhila Rizki R	17	12	12	21	4	66
18.	Ferdian Febriyansyah	20	15	15	20	4	74
19.	Fajar Wahyu Nugroho	15	12	12	10	4	53
20.	Fauzi Artiza Rahman	16	13	12	12	5	58
21.	Giovani Patrin Dewi	15	12	10	10	4	51
22.	Goras	15	12	12	12	5	56
23.	Herry Prasetyo	20	13	12	12	4	61

24.	Jesika Anggun P	25	15	15	20	4	79
25.	Mariyatun	16	13	12	12	5	58
26.	Rakha Yoseviva	25	16	15	20	4	80
Mean score : 61.80							

From the result of pre-test and post-test 1, it could be seen that students' score increased. The highest score gained by the students improved from 71 in pre-test into 80 in post test 1. The lowest score improved 45 in pre test into 51 in post test 1. The mean score between pre test and post test also improved from 53.92 into 61.80. However, almost the improvement of post-test 1 score was still low since the English standards score (*KKM Bahasa Inggris*) in that school was 75.

2.) Applying interesting activity

There was an interesting activity of the manga strips as put into the section of the 1st cycle. Students were asked to write the recount text in a group. The best group will have the present. The rule of the activity was

- a. Each group have to write the recount text about holidays.

- b. There were 7 different categories that were chosen by the students through lottery before the activities began. Those are :
Playing, Sport, cooking, activity at home, shopping in the market, studying and helping parents
- c. The story which does not relate to the theme they had will be disqualified.
- d. Every group member gives their idea at least one event.
- e. The story at least consists of 5 events.
- f. The winner will be announced in the next meeting

Each group was asked simply to write their own funny or memorable experience. First they were explained the rule above and they had questions about the rule, after that the students started to work in a group. For the best and proper story will be get a present for two best stories. The students were enthusiastic about the present.

In the first meeting, the students were divided into small groups. Each group consisted of four to five students with different gender and achievement. To gain students' involvement, the group names were created by using famous cartoon names. Some characters in "*Naruto*." were used here. One student from each group was ordered to take lottery consisting of group name. The students who had already got

the name directly came to their group. There was also a student smiling at her group because she got character whom they liked. It is described in the field note below.

Some of the students who have got group names are smiling directly. *“yes grup ku dapet sasuke”*, said one of the students. Another students were also commenting on result of the lottery, *“Miss boleh ganti nama grup apa nggak? Akatsuki kan galak”*. Some students are laughing because of that.

(Source: Field Note 5, October 10th, 2016, see Appendix 1)

This activity was the beginning to introduce the students to the teaching and learning process. They could have something familiar with them so it made them thought that the activity will be about the manga they had.

To engage students' interest, they were promised by a reward of the games competition that will be held in the next meeting. But the students had no information about the games they will play later. It was expected that the students would be more interested in learning English because they would feel that they got rewards in doing the task successfully. This plan was implemented by *saying good, that's right, great, awesome*

and *good job* when they tried to answer the questions or did anything they were asked to do.

The reward will be given in the first meeting of second cycle. There will be the group achievement to consider the best team to win the reward. For one who most correctly fulfil the requirement of the competition and succesful they will get the reward.

The one who win may be the happiest group because they accepted the present happily. The present was the snacks and stationery. But, there were students who were disappointed. They were sad because they got no rewards. One of them felt that he did a good work but she got no rewards.

To support the qualitative data, the interview was conducted to decide the amount of students who had the improvement after the implementation.

c. Reflection of Cycle I

After implementing the actions, the actions were evaluated and reflected the actions and found out whether the action was successful or unsuccessful. The discussion was done based on the observations in the teaching and learning process, opinions from the students and the teacher. All opinions were collected as

the result of the discussion in reflecting the actions that had been implemented in Cycle I.

1) Implementing manga strips and giving handout

The implementation of using manga strips and handout to improve the students learning process was not completely effective due to the improvement of the students they achieved and the students condition after the first cycle was applied. The activity of the manga strips provided them with so many opportunities to get involved in the teaching (learning process). Some activity they could enjoy to make them seem to be interested in facing the recount text.

However, there were still few students who had low involvement. They have chat with their friends. They did not pay attention to the instruction and explanation given. Even, some of them disturbed other groups. It was proven by the moment when they caught in chatting and joked with their teammates.

<p>R caught 2 teammates were doing chat, then they asked about what they were talking about. They were joking each other about their friend and laughed each other. They were questioned about</p>
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the recount text and the conjunction exist in the recount text. Some of them known while a students did not. They ordered to be silent later or they will be in front of the class to write the recount text by themselves. Finally they could be quiet.

Source : Field Note 5, October 12th, 2016. see appendix 1

Then, there were passive students in some groups. They only listened to their friends' explanation then copied the tasks. The other problem was related to the classroom management. It was difficult to control students' movement in the classroom. They liked running and speaking loudly when they did the assignments. Therefore, their movement had to be controlled more in the next cycle.

2) Applying interesting activity

Put the students in a group and join to the activity that required teamworking really made them involved in the learning process. Almost all of students in every group put their ideas to

complete the text and compete to be a winner of the best story maker.

In addition, the students got both knowledge and pleasure from making the recount text about the holiday. They had the learning process without pressure so they did it sincerely. It is supported by the student's statement below.

R : Researcher; S: Student

R : *suka gak sama game nya tadi?* (Do you like the activity today?)

S23 : *Suka suka.* (I like it miss.)

R : *Kenapa emangnya?* (Why do you like it?)

S23 : *Kita bisa kerja kelompok biar gak sepaneng.*

Jadi tu gak yang membaca teks, terus ngerjain soal aja. (yes miss it make us enjoy the activity in the classroom, so we are not only dealt with task)

(Source: Interview Transcript 11, October 14th, 2016, see Appendix 2)

Although the activity was effectively done, there was still the weakness that make the activity didn't meet the expectation. It was consuming so much time and took another task time to fulfil the game activity. The teacher also said that this

activity was rather time consuming. With the limited time given, the opportunity to give more examples in giving enough input text and the time for providing the grammar usage in the recount text was very little and limited. So students might have the difficulties in using the grammar use in their text. And they might be difficult to decide the vocabularies they would use in their recount text.

c. Summary of Cycle I

From the implementation of the actions in Cycle I, there were some actions that were effective and ineffective. The descriptions of the effective and ineffective actions were as follows.

- 1) The use of manga strips to improve students especially in the involvement in writing was successful but still in low scale, due to the students participation which still little and it was resulting the little improvement. It had improvement before manga strips were implemented, although it only covered of students'

learning process it was not enough for the significant improvement to say that this research is completely success. However, few students were still passive in the teaching and learning process. They joked and chatted with their friends. And providing the handout for the students was effective to make students have more practice and doing the exercises. But the handout was also need the improvement in terms of the various task and exercises to make the students have more practice in the next cycle.

- 2) The actions by using the manga strips to attract their interest, besides it also gave the big picture of the story was effectively used for making the students open their mind about the story in general. Making the well and warm classroom situation in the first cycle was one of the strategy before implementing the manga strips in a great scale. And it made them felt involved to the learning process as they had the monotonous activity before. But the level

of noise was still high and needed some improvement in the next cycle.

2. The Report of Cycle II

The strategic actions in the implementation of Cycle II were not much different from the strategic actions in the implementation of Cycle I. The descriptions of the stages in Cycle II were described below.

a. Planning of Cycle II

Based on the findings of Cycle I, some aspects that needed to be improved were found. In solving the problem, similar strategic actions in Cycle I was still used to be implemented in Cycle II. Those strategic actions were implementing manga strips, applying interesting activity and changing classroom management. However, there were some differences in the team group activities, the differences were believed to make the better improvement in the students' learning process. It will be making different seating arrangement, and applying *hide and find* activity based on the Manga Strips. These were the description of the actions implemented in Cycle II.

1) Implementing Manga strips and giving handout

There were no differences in implementing the manga strips and handout distribution in the teaching-learning process. The handout were used to improve students practice opportunity and the manga strips were

used as the model and task to show students' performance. But the addition were added to make the learning process and students enthusiasm better than before.

In the second cycle students were introduced to another theme of Manga Strips. The students did the individual task after the Manga Strips was given. The individual task for the students was expected to raise students' involvement after they did the teamwork most in the first cycle.

The different seating arrangement in the reading comprehension task was also made. These actions were expected to minimize students work together with their desk-mates. And in the last meeting, there was an individual task in the form of writing like the students did in the first cycle

2) Applying interesting activity based on the manga strips

The implementation of the interesting activities were repaired to have the better activity for the students that improve their participation more significant. In the first cycle the students got involved so many but there few students that still uninvolved due to the low attention that they had. In this second cycle the activity was set to meet the students need as the attention taker.

In this game the group got scrabbled Manga Strips panels and they have their own title. The title was different for each group so they have to find the suitable Manga Strips panels which placed on the other group. There are six group and two group will be the first, followed by other two groups and so on. The time in finding the suitable panels were limited it was about 4 minutes in each two group. So the students had enough time to think in the panels that suitable for the title before they went around.

b. Actions and Observations in Cycle II

The actions were carried out four times, on Wednesday, October 19, Friday, October 21, Wednesday October 26, and Friday, October 28 2016. The genre of the text was *recount text*. The descriptions of the implementations were as follow.

1) Implementing the manga strips and giving handout

In the first meeting of first cycle the winner of the previous activity was announced, and the winner was group Sakura with the holiday in the Sangeh Bali. Their story of holiday was very funny, it was about Dea went to the Sangeh Bali and with their family but in their way they had some terrible moments that was very ridiculous. They were biten by monkeys and they stole their snacks on the

road. The recount text was perfect and have accomplished the requirement of the competition.

The Sakura group was being the winner and they were very happy to take the present from. The teacher told them not to be arrogant and other group not to be anarchy following this result.

To refresh the situation, the students were sitting in their desk-mates and for groupwork they still placed on the previous group, there were no difference in grouping for the next cycle. It aimed to make the time efficient and they retained the chemistry with previous group. Some students were enjoyed to stay in previous group.

To refresh the situation the students were questioned to recall the types of recount text they have remembered. There were many students who still remember well while some students did not. Then simple explanation to make sure they're totally understood about the materials was given, in order to give students opportunity to ask about the presentation they heard. And there were about 4 students asked him to be detailed and give another example. After giving the all presentation other task were given. The students worked individually and after students finished working there will be the class discussion about the task. The class discussion was about

the answer of the students' worksheet and followed by another task. In the next task the students doing the same type of the task in the first cycle. The students began to analyze the text and provided the answer orally by stating the orientation, why and how many events happening, who were involved and the time of the story. The Manga Strips were different from the first cycle to ensure the students get so much example of the recount text model based on the Manga Strips. There were so many students did the task well and almost all did the well job. The class participation and enthusiasm about 26 students while the 3 students rest were still like to permit to the lavatory or just have a little chat with his team group.

Then the explanation was given to led into the final conclusion. The students didn't have difficulties to get the material. They enjoyed the teaching and learning process. They were involved in answering questions and giving their opinion. The description could be seen below.

<p>Researcher tried to recall the students memories by asking students to give examples of simple past tense verb and they mention them loudly and enthusiastically,</p>
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“went, decided, took, looked”. Then, the researcher asks them to give examples of stating the re-orientation of the recount text. And a students shouted *“that is a great experience.”*

The researcher give praise and giving correction of the wrong auxiliary

(Source: Field Note 8, October 19nd, 2016, see Appendix 1)

During the explanation, students asked questions when they had not known yet. The teacher as collaborator also tried to give some questions to groups randomly. The students were choose randomly and the teacher make sure that in this 2 cycle all of their students were questioned and they will be able to participate in the writing process.

After finishing the material, the multiple choice worksheets were given to the students. But the time was limited and it there was still 5 minutes to end the class. The conclusion and feedback were given to the students and ordered to make the last task being homework. After giving conclusion and feedback the class was ended.

In the second meeting after the class was opened, the students began the meeting by sitting in their group. Then they were asked about the homework they had and their worksheet were submitted in front of the class. The result shows that all of the students did their homework and they did it well. They were appreciated of their work and informed that there will be a game that had an award that similar in the first cycle. They were interested and ready to start the class.

As the next activity, the Manga Strips were given as the example for the students. They began with analyze the panels and its pictures then they tell how the story happened. Some groups had almost the same opinion about the story and there are two groups in different view. After that the story was given in the whiteboard and followed by students' right opinion.

The students were given the task again, and the task was about giving the conjunction and sequence of events. The students were given the Manga Strips and they must fill the blank conjunctions with the available choices. After they done with the conjunctions, they dealt with the paraphrasing the events of the story above.

They also told about how was something happen, who were included and the place.

Then the next activity was delivered to them, and they put into the group activity. There were some cut random panels of comic (Manga) which had the title above. They were in group to re-assemble the panels of comic in right arrangement. They worked in group and they seem to be curious about the right arrangement. Sometimes they asked another group to have the right arrangement, they were warned to stay in their group to discuss and tried to solve the problem in their group. In this group activity there were some students in different group who were passive and only listen to their leader. It was about 3 students they were questioned why they did not give the opinion to the group. It could be seen through the conversation below.

R: *kamu kok diem aja kenapa? galau ya?* (why are you so silent? You feel complicated)

S: *nggak miss bingung ini, urutannya gimana miss?* (I' confuse to find the order)

R: *lha kalo menurut kamu gimana? Trus kalo kamu punya ide tentang urutannya ya di share sama*

kelompokmu. (it based on your understanding and if you find it just share it to your group-mates)

S: *iya miss sebentar.*(okay miss, a minute)

(Source: Field Note 9, October 21th, 2016, see Appendix 1)

As soon as the students finished doing the group task and they were asked about the right arrangement of the panel. All of group did well and all of their work was correct. Then it was followed by the games that was promised and in the game students were under control as the students followed the instruction and can collaborate in a group without any problem when game was begun. The students involvement in this activity was high due to all students join the group and did their best in give their opinion and ideas to finish the game.

Worksheets were given to each student. They are asked to do the task individually. Several students were complaining about the task, because they think the task were too much and difficult “*pak kok soalnya terus terusan? Banyak lagi*”

(Source: Field Note 9, October 21th , 2016, see Appendix 1)

In the last meeting of the cycle, the students were informed about the winner of the games. It was the *Sasuke* group as the winner. And after students celebrating their winning they were ordered to be focus on the next activity. The students were having the task like they done in the first cycle. The task was re-arranging the sentences into a good paragraph. The students were getting usual to this task because they did it well in the first cycle. The passage was provided by *Manga* strips and they have to re-arrange it based to the story in the comic strips. The students finished the task and the answer was discussed together in front of the class. In this day there were one student who absent, and it made the little problem about the implementation.

The last task was writing about their unforgettable experience. While doing the students did not sit with their desk-mates. It was to avoid cheating with their team-mates. Therefore they were swapped to the other place. The teacher supported this action.

In the fourth meeting was held on Friday, October, 28st 2016, the students did the post-test 2. The post-test was aimed to measure the improvement of students' writing recount text comprehension. It was in the form of written test, the students must answer 15 multiple choice and must make a recount text by themselves. During 70 minutes the time given by the researcher to do this test, almost of students did the test themselves. Although, there were some students who wanted to cheat in doing this test, the researcher could control them by reminding them that she would give the minus score for the cheating students.

Based on the result of the post-test 2, it was showed from the result of the students' score that reached the *KKM* score are from 26 students of VIII B class the mean score was 65.16, whereas the highest score that had been gotten by the students was 88, and the lowest score was 56. The result of post- test showed that the students' mean score improved from 61.80 in the post-test 1 to 65.16 in post- test 2.

Table 4.2 Post Test Score of Cycle 2

NO	Name	Content	Organization	Vocabulary	Grammar	Mechanics	Score
1.	Alfredo Bagus P	20	17	17	22	4	80
2.	Aris Ma'sum	20	15	14	10	4	63
3.	Amah Wiji S	20	15	15	17	3	70
4.	Aldi Iswandono	20	12	12	17	4	65
5.	Annisa Pramudita S	20	15	15	17	3	70
6.	Atriya Valentina H	20	17	17	16	3	73
7.	Adit	25	12	13	20	4	74
8.	Bagas Efendi	20	14	16	17	3	70
9.	Bima Ali Syahbana	25	17	17	20	3	82
10.	Cindhy Azzahra R	25	17	17	18	4	81
11.	Dea Syahfitrie	20	10	10	15	5	60
12.	Deby Nur A	15	15	15	12	3	60

13.	Dini Maharani	15	12	12	20	4	63
14.	Eka Yudha Pramudani	20	15	15	18	4	72
15.	Eva Puspitasari	25	17	17	18	3	80
16.	Eka Apriliana S	15	17	17	17	3	69
17.	Fadhila Rizki R	20	15	15	18	3	71
18.	Ferdian Febriyansyah	25	17	17	20	4	83
19.	Fajar Wahyu Nugroho	20	12	12	18	4	66
20.	Fauzi Artiza Rahman	20	12	12	18	3	65
21.	Giovani Patrin Dewi	15	12	12	15	2	56
22.	Goras	15	12	12	18	3	60
23.	Herry Prasetyo	17	15	15	18	4	69

24.	Jesika Anggun P	25	18	18	23	4	88
25.	Mariyatun	15	12	12	22	4	65
26.	Rakha Yoseviva	25	18	18	23	4	88
Mean Score : 65.15							

2) Applying interesting activity

The provided activity was the hide and find games. Through this activity the students was expected to have a good team works and share their thought to help their group to be the winner. As the activity required much time and teamwork to make the students get interested of this activity that related to the *Manga Strips*.

The interesting activity was applied for accompanying the *Manga Strips*, that was a hide and find games where the activity can grab the students' attention to improve their participation. It only took one meeting to be finished. Furthermore, this game could build up competition among groups.

This activity had some rules that students must pay attention to this. They would do the game after the explanation. After they paid attention and understood, they directly do the activity.

The rules of the games were:

1. Every group has their own title and the randomly given panels
2. Each groups search the panels that appropriate to their title.
3. In searching the panels all of group members are going around in every group.
4. Every group only have 5 minutes in searching.
5. All of panels that not related to each title must be kept until the other group search it.
6. Those who cheat will be disqualified.

Those were the rule of the game which was delivered to the students before the game begun. To make sure they understand about the rules, an example of the game by taking two groups was given as the model. And after they practice it there were no questions of the students. It meant that the students understood.

The students began the games by doing the lottery to consider which team go first. Then after

the lottery the Itachi group were the first and Hirata group were the last group. In the beginning of the game the Hirata group was still confuse because they did it first. But the little assistance made them enjoy the game after all. In this game the Naruto group were making disturbance by doing cheat to hide the card for another group. Then the Sakura group couldn't find the panels. So the Itachi group were punished ad their point was decreased and they seem so upset. They were also interested to work harder and struggling in their chance to collect the appropriate panels.

And until the time was up the last group that was Sasuke Group were quite enjoy to find the panels due to the rest of the panels were still little, but other panels was inappropriate, it was to make the last group not so easy in doing the game. So it did not mean that they were the winner. Finally the game was over and they were given by feedback of today's meeting. Then the students were informed that next meeting would be the last meeting of this activity and the research. There were various comments of the students and they seem to be upset.

The challenging and fun atmosphere were given like in the first cycle, and the students were expected to have the higher involvement than they did in the first cycle. The hide and find games was given as the attraction to distract students boredom and their chat with their friends.

The students' participation was expected to be higher than before as their willing to collaborate with their friend in doing the games was very high.

c. Reflection of Cycle II

The implementation was discussed with the collaborator to have reflection about the actions. The reflections in Cycle II were described as follow.

1) Implementing manga strips and giving handout

The implementation of using manga strips in Cycle II was successful. The students were more involved in the teaching and learning process because I gave more controlled game in the second meeting. It also minimized noisiness in the class.

Moreover, they became more active than the previous cycle when giving opinion and answering

questions. I do not need to request or remind them to be active. This interview transcript can reflect students' feeling.

R: Researcher; S1: Student 1; S26: Student 26

R : *Kalian kok lebih aktif ya sekarang.* (You are more active now, aren't you?)

S1 : *Iya miss. Sekarang saya jadi terbiasa pas jawab pertanyaan.* (Yes, miss. I feel more confident when answering questions.)

S26 : *soalnya asik miss, gambarnya keren e* (it was interesting, and it has the cool pictures miss)

(Source: Interview Transcript 17, October 28th, 2016, see Appendix 2)

In addition, the class atmosphere became quieter so they could do the learning process better. It could be seen from their writing task, where they have improvement in combining the words into a paragraph.

2) Applying interesting activity

Generally, the implementation of hide and find game was successful. It was more effective and more efficient rather than the game that provided in the first

cycle. The students also competed with other groups. Most of the students really enjoyed the game. It is indicated in the interview and field note below.

R: Researcher; S4: Student 4

R : “Halo Aldi.”

S4 : “Ada apa miss?”

R : “Gimana perasaanmu dikasih hadiah pas game kemaren?”

S : “Seneng miss, Jadi termotivasi. Tadi kelompokku banyak banget hadiahnya.”

R : “bagus deh, semangat terus ya

S4 : “masih ada game lagi apa ngga miss?”

R : “Oh ya ga ada, ini kan pertemuan terakhir sama saya.”

S4 : “yaaahhh, yaudah deh miss.”

(Source: Interview Transcript 14, October 28th, 2016, see Appendix 2)

Furthermore, the material could be delivered easily. The students enjoyed the game at all and they fully understood about the material. All of students were actively involved and collaborate each other in each group, they seem to be enjoyed the game due to

the reward that will be given. It was found that the students enjoyed activity which was fun and competitive like *hide and find*. Students were more participated well in learning the material.

Moreover, the implementation of giving rewards was effective in improving the learning process. They became more active when they praised by some good comments. In addition, the students who could not get rewards from the competitions were also happy. It was because I gave present to each student of the winning group. They really liked it. It can be seen from the interview below.

R: Researcher; S27: Student 27; S5: Student 5

R : *Suka ga sama hadiahnya?* (Do you like the gift?)

S27 : *suka miss, bisa dibagi-bagi sama temen.* (Yes, I like it. It can be shared to another.)

S5 : *wah tapi saya ga menang miss, ada game lagi miss?* (is there another game miss? I don't win today.)

R : *He, ya nggak ada to, Cuma 2 ini. Nggak menang tapi kan sudah berpartisipasi.* (He, alhamdulillah. You do not win the game but you have participated.)

(Source: Field Note 15, October 28th, 2016, see Appendix 1)

d. Summary of Cycle II

Based on the reflection above, the implementation of Manga Strips and its accompanying actions in Cycle II were successful. The summary of the implementation of those actions were as follows.

- 1) The use of *Manga Strips* to improve students' in writing and involvement especially in recount text was effective. They could solve the problem especially in writing the recount text by the feature the manga strips had. The manga strips activity in the classroom also encouraged students enthusiasm as they seem to see and read the manga comic as the questionnaire answers did. The students' activities in the class were so many and they have so many improvement in team-working, willing to work, classroom participation, paying attention to the material given. However, few students

were still passive, joked and chatted with their friends were decreased. The implementation of comic strips activities were successfully done and make them enthusiast and involved in every activities. The group, teamwork and togetherness atmosphere in the activity was one of the important factor that help the students improvement to be better. In addition, the activity was more effective and more efficient. The material was delivered easily in sufficient time.

- 2) The actions by providing the classroom activity with some interesting activity and material by using manga strips were effectively done. The students show their effort in following the learning process due to the improvement of their involvement in writing recount text.

Regarding the finding of Cycle II that all actions were successful in improving the students' involvement especially in reading and the objectives of the research were achieved, therefore this research agreed to be ended in this cycle.

A. Discussion

This subchapter presents the research findings of all actions that had been done in the research. The findings could be inferred from the observation of the teaching and learning process in writing recount text, interviews with the students and interviews with the English teacher. As stated before, the research aimed at improving students' writing skills especially in terms of interest and the participation while they learning writing recount text in students of VIII B in SMP Muhammadiyah 1 Gatak through manga strips.

In the first cycle, the main action was implementing Manga Strips in the last steps of 1 cycle. It was successful to make students understand and help them find the big picture of the recount text story. They also make the discussion with their friends to make sure they were in line with their friends in finding the main story. They were not only doing best for them selves but also helping their friends understand. Besides, the use of interesting activity was effective in arousing students' creativity and avoiding boredom.

However, there were some problems which occurred in implementing the actions related to classroom management, students' participation of those who was absent and time management. Therefore, to solve those problems in Cycle 2 the students' involvement must be improved effectively.

The following table are comparison between actions in Cycle I and Cycle

II.

Table 7: The Comparison of the Actions in Cycle I and Cycle II

Cycle I	Cycle 2
Giving the manga strips to make the students enthusiastic	Giving the manga strips with more addition and some interesting tasks related to the manga Strips.
Applying the activities that requires teamwork but it less controlled.	Applying the activities which requires teamwork with some rules with influence in achievement point for each group.
Giving handout to make students practice and deal with the manga strips materials.	Giving handout to make students practice and deal with the manga strips materials and giving the additional task that more interesting for students to make them participated more in the Classroom activity.
The students put in their own seat with their partner.	The students have the different seating arrangement in doing the task.

Then, the table below showed the research findings. It described changes occurring in the teaching and learning process from the pre-action, Cycle I, and Cycle II.

Table 8 : The Result of The Research Action Study

No	Pre-condition	Cycle 1	Cycle 2
1.	The teaching media used in reading and writing activity was not interesting.	The teaching method became interesting. However, there was noise during the teaching and learning process.	The teaching method became interesting. There was less noise because the researcher added some individual task in each meeting.
2.	Some students having little participation in every activities and were not involved in doing the assignment.	The students were involved in the teaching and learning process. However, some students were passive. They do not pay attention to the teacher.	Most of the students were involved in the teaching and learning process.
3.	Students' writing practice was very little	The students have more writing practice due handout was helpful and provide some tasks integrated to the manga strips.	Most of the students have more writing practice and it was useful for students' improvement.

Before the implementation of the actions, the teaching in writing recount text was less interesting and so noisy. The activities did not interesting to the students to be actively take part in the teaching and learning process.

After the actions were implemented, the teaching-learning process of writing recount text became more interesting and more enjoyable. The students were actively involved during the teaching and learning process. They also tried to learn the material autonomously. In a group, they helped each others to reach group goal. Each individual had contribution to the success of a group so that they paid attention from the beginning till the end of the teaching writing recount text. They also did the tasks seriously.

Besides, the use of interesting activity of the manga strips especially in the second cycle gave them interesting and enjoyable activity that they never had before. The activities made them interested due to there are no students asked to go to the toilet or just joked each other. They were happy with the rewards given as well. They had more spirit to work harder after receiving the rewards.

Moreover, the students' participation in writing recount text improved after the implementation of the actions. It could be seen from the students' reading score. There was an improvement from Cycle I to Cycle II where the improvement were based on the criteria of effective writing process. Statistically, the improvement is shown in table below.

Data	Before The Actions		After the Action			
	Quantity	Percentage	Cycle 1	Percentage	Cycle 2	Percentage
Students actively gave questions	7	26.9%	16	61.5%	24	92.3%
Students followed and involved into the learning process well	5	19.2%	19	73.1%	25	96.1%
Students did their homework	19	73.1%	20	76.9%	26	100%
Students complained about the activity	-	-	3	-	1	-
Students were interested in doing the task	12	46.1%	22	84.6%	24	92.3%
Students worked independently during the individual task.	12	46.1%	15	57.7%	21	80.8%
Students followed the activity	13	50%	22	84.6%	24	92.3%

without making noise.						
Mean	43.5%		73%		92.3%	

Based on the result above, the research team agreed that the implementation of Manga Strips were successful to improve students' involvement especially in writing recount text. I and the English teacher agreed to end the research in Cycle II because the objective of the research has been achieved.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter is to conclude the result of this study, to imply this study and to suggest others after conducting this study. Below are the conclusion, implication, and suggestion of the study.

A. Conclusion

In this research, the researcher conducted a classroom action research in order to improve students' skills in writing recount text by using Manga Strips. The research concerns with the implementation of Manga Strips between teacher and students and between students and students to improve writing recount text. This technique implemented well in the teaching and learning process of English at SMP Muhammadiyah 1 Gatak.

Based on the research findings, the result of the classroom action research that conducted in two cycles showed that, the improvement of students' skills in writing recount text can be seen from the improvement of the mean score of pre-test, first post-test and second post-test. From the pre-test mean score was 52.5 increasing to 61.40 in the first post-test and increasing to 70.50 in the final post-test. Therefore, it can be concluded that teaching recount text by using Manga Strips can improve the students' writing comprehension. Manga Strips can be applied in teaching and learning process. Hopefully, by implementing Manga Strips, the students' can achieve the optimum writing comprehension. The researcher hopes that the researcher

has done will inspire the English teachers to conduct Manga Stips in their classroom.

B. Implication

Based on the conclusion of all of the data in the research, there is enhancement of the students' writing comprehension taught by using Manga Strips. The researcher can imply that Manga Stips in teaching writing is an effective strategy to improve students' writing comprehension and enhance students' motivation in teaching and learning activities. The implementation of manga strips attracted the students' attention and interest in the teaching and learning process. By using manga strips, the students can make the recount text well. The manga strips made students do their task more interesting and they done it leisurely. They enjoyed the interesting pictures and simple conversations that they could understand well. By the use of media, the learning process better than before and they get interested after all. It means that the use of Manga Stips can be developed in the process of teaching and learning writing comprehension. Writing through Manga Strips helped them to be better in exploring ideas. Since the Manga Strips is used, the students has a greater idea to make sentences of the recount text. And by bringing the greater ideas to the students they also have the interest to make any sentences without so much difficulites.

Moreover, providing and selecting interesting reading material by having some characteristics such as; providing clues, picture and video that help the students to predict what they will learn, having one main idea in a

paragraph, and providing context that it helps the students to connect information are also necessary to support their comprehension when writing the text.

C. Suggestion

After concluding the result of the study, the researcher would like to give some suggestion to some parties, as follows:

1. The English Teachers

- a. The teachers should improve their creativity in teaching reading, for example by using interesting technique to attract the students' motivation, using aids to explain the material, various technique in every meeting in order to make the students enjoy while teaching and learning process happens.
- b. The English teacher can use Manga Stips as media in teaching recount text besides their technique to create variety of English teaching and learning process in order that students are interested and are not bored in the teaching learning process.

2. The Students

- a. The students should be aware of the importance of reading to get some information they need. They should not judge writing a boring and monotonous activity.
- b. The students should be more active, not nervous, and not afraid of making mistakes during teaching and learning process, especially in the writing class.

- c. They should more practice in writing English test, discussing with their friend if they have problems in writing the text, and enjoying the writing class.

3. Other Researchers

- a. Other researchers are expected to use this research finding as a foothold to conduct the next research on similar problems of writing recount text comprehension trough other teaching techniques.
- b. This thesis can be a reference for other researchers to conduct the next research if there are some weaknesses.

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APPENDIX A

FIELDNOTES

FN 01

Date : Wednesday, September 21th 2016

R : Researcher

S : Satpam

GP : Guru piket

GBI: Guru Bahasa Inggris

KS: Kepala Sekolah

Place : School

No	
1.	R come to school at 10:00 am for coordination with GBI
2.	R then report to S. R convey meaning his visit is to meet with GBI. Then S asked R to meet the GP. R say thank you to S and then R meet with GP.
3.	GP asked intentions to R, and GP captures R and let R await the arrival of the GBI in the school.
4.	GBI met with R and discuss the schedule of teaching and learning, as well as ask grade 8 students learning development.
5.	GBI and R reach agreement about the class that will be used for research and provide learning schedule.
6.	R must to come back after preparing the necessary teaching materials.
7.	R asked permission to meet KS with GBI to say goodbye.
8.	R met with KS in their space and ask for permission. KS invited R to makes the research letter.
9.	R say permission to KS.

FN 02

Date : September 28th 2016

R : Researcher

GBI : Guru Bahasa Inggris

Place : School

1.	R meeting with GBI at 10:00 in the teachers room.
2.	R allowed GBI to enter the classroom and observe the teaching of English.
3.	GBI open learning to say hello and students responded with an expression of "good morning", while other students sebgia is quiet and lackluster.
4.	After that GBI explain different way of telling a writing description of best friends
5.	GBI around to make sure the students record what was written on the board GBI
6.	GBI explain various examples of the text that has been written on the blackboard.
7.	GBI currently being explained, most students less attention and more concentrated with their affairs and partly still joke with your seatmate.
8.	GBI then attract the attention of students to sing the song that has the lyrics invites students to participate in learning activities.
9.	After returning conducive learning atmosphere, GBI continues to explain later pronounce expression that he wrote then re spoken by the students.
10.	GBI instruct students in pairs to create a way to tell
11.	Students are not a few who are confused in making a text description and not a few who asked about the difficulties experienced GBI.
12.	GBI provides an explanation of the questions posed by the students.

13.	R to create a table of data acquisition activities of students in their learning process.
14.	R observe student activities based on data categories that have R created
15.	R requested by GBI to introduce themselves and give to the students about the teaching agenda to be implemented by R
16.	R reassure students by way of promise to give rewards to students who are active in teaching and learning activities that will soon be implemented.
17.	R the questionnaire distributed to students on the comic strips of material that will be used in teaching and learning activities
18.	R ended the meeting today with leading the students to pray before going home.
19.	R say thank you and goodbye to the students.
20.	R out of the classroom and meet the GBI in the staffroom.
21.	GBI asks R to come back on Saturday to conduct classroom observations.
22.	R thank you to GBI and said goodbye.

FN 03 (Questionnaire)

Date : September 29th 2016

R : Researcher

S : Satpam

GBI : Guru Bahasa Inggris

Place : School

No	Activity
1.	R came to school at 07.00 pm for the first class 8B observations and collect data from the questionnaire and interview.
2.	R report to S and convey the purpose of R comes an then S invited.
3.	R met GBI and allow R to enter into the class 8B.
4.	In the class 8B, R gave the greeting "good morning students, how're you today?" And only a small percentage of students who answered the greeting.
5.	R then repeats the greeting and finally answered in unison by the students.
6.	R introduced himself in front of the students with the English language, but some students protested, then R acquaint themselves with Indonesian.
7.	The questionnaire distributed to students and convey the purpose of the questionnaire given.
8.	As students fill out the questionnaire the data, R several times to interview the students randomly to learning GBI writing together over the years.
9.	GBI entered the classroom when students are filling questionnaire. GBI instructed the students to answer questions questionnaire in earnest so that R can take valid data.
10.	Students fill out questionnaire and occasionally some students asked about the purpose of the questionnaire points
11.	R patiently replying to a question by one student, and eventually all the points in the questionnaire answered by the students succeed.
12.	R would like to thank the students because it has filled the questionnaire and are willing to be interviewed.
13.	R bidding farewell to the students "good bye" and simultaneously the students answered regards R.

14.	R out of the classroom and meet the GBI in the staffroom. In the teachers' lounge, GBI took R to discuss the schedule for conducting research
15.	R say thank you to GBI and then say good bye.

Field note 4 (Teacher's Interview)

Date : September 30th 2016

R : Researcher

S : Satpam

GBI : Guru Bahasa Inggris

Place : School lobby

No	Activity
1.	R came to the school at 07:00.
2.	R meet security guard to ask for permission to meet GBI.
3.	Security guard asks R to wait in the lobby of the school.
4.	GBI met R and to allow for in-interview
5.	R interviewed GBI. (See interview transcript).
6.	R grateful to GBI as willing to set aside time to be interviewed.
7.	R saying good bye to GBI

Field Note 5 (1st meeting of Cycle I)

Date: October 7th 2016

R: Researcher

GBI: Guru Bahasa Inggris

Place: Teacher office and VIII B

1.	R came to the school at 07:00.
2.	R meet security guard to ask for permission to meet GBI.
3.	Security guard asks R to wait in the lobby of the school.
4.	GBI met R and R to allow direct entry into the classroom.
5.	R gives Observation Checklist and lesson plans to GBI
6.	GBI may be seated in the back seat to observe the course of teaching and learning activities that will be done R.
7.	R opened the class by saying the salutation "assalamualaikum wr. Wb " good morning Students " how are you today "to the students.
8.	Some students responded less cohesive
9.	R repeats the greeting then the student repeats with more compact.
10.	R bersama GBI mulai membagi siswa dalam beberapa kelompok untuk dikondisikan dalam kerja kelompok selanjutnya.
11.	Some students are happy with the naming, while there is one group of protest because of the group's name Itachi "Miss kenapa grup kita namanya Itachi? Itachi kan galak miss"
12.	R began to tell the learning objectives at this meeting.
13.	R giving handout containing about Manga strips that had been developed by R
14.	R instruct students to observe Comic has given
15.	R provides recount stories are based on comic as well as other forms of text type
16.	R stimulates students to ask a social function, the structure of the text, elements of linguistic expression contained in the comic genre and the text recount.

17.	Students follow carefully and asked about the difficulties they can when reading Manga strips
18.	R provides an explanation of the recount text and its elements to the students
19.	Students pay attention but some rowdy students and some do not understand the explanation of the teacher so the teacher must be approached and repeated explanation.
20.	Students then search for difficult words contained in the comics that have been given.
21.	R then giving handouts on the use of past tense verb simple present tense and past continuous tense along with example sentences listed.
22.	Then R instruct students to seek from various sources regarding the use of past tense verbs in groups and discussions.
23.	Most students seemed enthusiastic with what was done by R.
24.	Once the bell rings hang up and provide feedback and bid farewell to the students' good bye, Wassalamu'alaikum wr. wb "
25.	Students respond with "good bye" and salam
26.	R out of the classroom and meet with GBI, R inquire how you usually control the students who are active kinesthetic
27.	GBI explained that they actually have the potential, but their behaviour is different from the other, it must collaborate with the teaching of something more interesting
28.	R was inspired and promised to provide something different at the next meeting.
29.	R stay in school while writing field notes along with a record of teaching points
30.	R asked the GBI, the attendance of students and to ask permission to go home.

Field Note 6 (2nd meeting of Cycle I)

Date: October 9th 2016

R: Researcher

GBI: Guru Bahasa Inggris

Place: Teacher office and VIII B

1.	R came to the school at 10:00.
2.	R waiting to enter school hours while preparing a learning device.
3.	At 10.00 AM, R meet GBI in the teacher's room and together entered the classroom 8B.
4.	R open learning to say hello "greetings" good morning everybody ", and this time the students appear to be more enthusiastic greeting from the teacher replied." Good morning, I'm fine thank you ".
5.	R then asked who did not attend "is everybody here?" The students was confuse responded and answered "yes miss"
6.	R communicating the learning objectives today and tell implementations that will be earned by students in daily life
7.	After the environment was conducive, R instruct students to immediately join a group that has been formed as before.
8.	R started to learning by distributing handouts containing simple text message and then students in groups to observe the text carefully.
9.	R stimulates students to ask me about the recount text, purpose, social functioning, linguistic elements, in a recount text contained in comics

10.	Students then search for difficult words contained in the comic (Manga)
11.	R then gave a presentation on the use of chronological order along with a conjunction.
12.	Students took note of the presentation and were given tasks in groups to perform tasks related to chronological order.
13.	R observed several groups of students in the back that was still chatting. Then R gives them a question and rebuke them
14.	When finished completing the task given by R, students work on another task is still the theme of the holiday, which is reshaping paragraph randomized into order by the image of the comic panel stated.
15.	There are students who complain about the many tasks given "miss, kok banyak banget sih ngrjainnya? Buat PR aja ya miss?" R replies that this is the last for today's meeting.
16.	After previous R gave a warning to the students, they then become reluctant to talk again and start working seriously
17.	Some students look puzzled to find a correct sentence, then R provide stimulus on the chronological order along with conjunctions.
18.	R to give feedback to the students by providing handouts that contain both forms of verb 2 / past.
19.	Once completed give feedback about the task that has been worked on R gives students multiple-choice task
20.	Students are enthusiastically working on multiple choice questions, while the previous task in the form of stringing words into a sequence, they appear less enthusiastic.
21.	Finally the final lesson bell rang . R immediately end a lesson and greetings, do not forget also provide feedback on what they learned today.
22.	R ended the study with gratitude and greetings "good bye" "Wer Wassalamu'alaikum. Wb. "

Field Note 7 (3rd meeting of Cycle I)

Date: October 14th 2016

R: Researcher

GBI: Guru Bahasa Inggris

Place: Teacher office and English Laboratory

1.	R came to the school at 07:00
2.	R meet teachers picket for permission to entry to school.
3.	R prepare a learning device.
4.	R open learning with a greeting "Assalamualaikum Wr. Wb. Good morning Everybody. How are you today? "Then the students answered" Waalaikumsalam Wr. Wb. Good morning. I'm fine. Then R asking who was not present "is everybody here?" And they answered "yes sir"
5.	R then discuss briefly that they had done.
6.	also discusses some students writing essays that are less precise and asking students how to make a correct sentence.

7.	R then give assignments to the students to make a sentence using the past tense verb.
8.	Some students actively asked R about proper vocabulary and writing. GBI mark and record the names of those who are active.
9.	R to answer all the questions asked by the students.
10.	R proceed with individual task by giving Manga strips to be rewritten in the form of recount text.
11.	Comic strips are not listed sentence so students must analyze his own story of this comic.
12.	Students ask the questions calmly
13.	After the completion of work on the work collected and students are asked to gather and compete in competitions
14.	Students are given the rules regarding competition writing and best group will be awarded prizes at the next meeting.
15.	Students understand the instructions of R and immediately work in groups.
16.	R and GBI around in each group to mark each student active and give an idea of writing for the group.
17.	Students are required to collect the work of each group and are expected to wait for the winners to be announced at the next meeting
18.	Some students requested that was announced on the spot
19.	R saying "Good bye, Wassalamu'alaikum Wr. Wb. "
20.	R meet GBI in the staffroom and discussions related to the action that has been given to the cycle I.
21.	R is requesting permission return to the GBI and grateful for criticism and advice given for the next cycle
22.	R leave the school.

Field Note 8 (1st meeting of Cycle II)

Date: October 21nd 2016

R: Researcher

GBI: Guru Bahasa Inggris

GP: Guru Piket

Place: Teacher office and 8B Classroom

1.	R came to the school at 09:55
2.	R meet GP and wait in the lobby of the school.
3.	R open learning with a greeting "Assalamualaikum Wr. Wb. Good morning Everybody. How are you today? "Then the students answered" Wa'alaikumsalam Wr. Wb. Good morning. I'm fine. The teacher then asks students who are absent. And the student answered "None". Teachers then remind students about the previous learning, and linking with the learning activity at today's meeting.
4.	R instruct students to immediately join the group <i>"ayo segera pindah ke group masing-masing, kaya kemarin ya, nanti jam pelajaran keburu habis"</i>
5.	R Comic strips featuring the theme of an unforgettable experience. As well as R menyambung with questions about the student experience unforgettable.

6.	Some of the students raised her hand and tell their experiences.
7.	R provides the vocabulary associated with the sentence contained in Manga Strips.
8.	R mention a few verb past tense "went, Decided, took, looked". Then R instruct students mention the phrase re orientation, one student answered "that is a great experience."
9.	R asks the students to read the verb to check pronunciation and repeat the exact words of the words that the students feel is exacerbated by the students mimic what the teacher said.
10.	R assign tasks to students to analyze the contents of Comic strips form of a recount text.
11.	Some students are still confused then asked R. R was answering all the questions students
12.	R then discusses the new task
13.	R instruct students to look for examples of different ways to write the phrase shaped the past tense
14.	R instruct students who already have an example sentence to write to the board.
15.	After students writing the sentence, R asked another student, whether what is written on the blackboard is the correct sentence. R then give its response.
16.	Some students also asked questions about the things they think are still confused. R then answer back questions posed by the students.
17.	Soon the bell was sounded so R directly assign a task that is backing paraphrase events in Manga strips with their words.
18.	R says <i>"Good Bye, Wassalamu'alaikum Wr. Wb."</i>

Field Note 9 (2nd meeting of Cycle II)

Date: October 26th 2016

R: Researcher

GBI: Guru Bahasa Inggris

GP: Guru Piket

Place: Teacher office and 8B Classroom

1.	R came to the school at 11:00
2.	R meet GP to ask for admission to the school. R asked to wait in the lobby of the school.
3.	GBI meet R in the school lobby and discuss in the staffroom.
4.	R open learning with a greeting "Assalamualaikum Wr. Wb. Good morning Everybody. How are you today? "Then the students answered" Waalaikumsalam Wr. Wb. Good morning. I'm fine. The teacher then asks students who are absent. And the student answered "". Teachers then remind students about the previous learning, and linking with the learning activity at today's meeting.
5.	R remind students about their homework given at the previous meeting to be collected
6.	R gives Manga strips. the tittle is "unforgettable experience" for analysis of the events in the comic as well as finding difficult word in comics.
7.	R ensure all students are reading and each group was given a chance to tell the contents of the comic.

8.	Some of the group have the same opinion and some different, and R provide stimulus on the story of the comic.
9.	R then asked what words alone which if considered difficult by students, they were also asked the meaning.
10.	R ask one representative from each group to write down examples of how to write sentences that tell "unforgettable experience."
11.	Once groups are finished, R instructed all the students that they will implement the game as is done in cycle 1.
12.	Students are enthusiastically responding to the R and GBI provide direction in this game.
13.	R provides rules regarding the activities they will be doing.
14.	R and GBI start the game after answering questions from students about this game
15.	Some students are enthusiastic in this game and there are still some students who are less involved in discussions and group work. R asks the students <i>kamu kok diem aja kenapa? galau ya? "nggak miss bingung ini, urutannya gimana miss?"</i>
16.	There are also students who complain about the task are too much <i>"miss kok soalnya terus terusan? Banyak lagi"</i>
17.	5 minutes before the bell rang, the game has been finished and a winner is announced on the spot and the prize will be awarded at the next meeting.
18.	Soon the bell was sounded so R immediately ended the meeting and gave information that the next meeting was their last meeting with R.
19.	All students complained and wanted to do such as learning moments with R
20.	R says <i>"Good Bye, Wassalamu'alaikum Wr. Wb."</i>

Field Note 10 (3rd meeting of Cycle II)

Date: October 28th 2016

R: Researcher

GBI: Guru Bahasa Inggris

GP: Guru Piket

Place: Ruang Guru, Lab. Bahasa and Ruang kelas 8B

1.	R came to the school at 09:50
2.	R meet GP to ask for admission to the school. R welcome into the school.
3.	R open learning with a greeting "Assalamualaikum Wr. Wb. Good morning Everybody. How are you today? "Then the students answered" Waalaikumsalam Wr. Wb. Good morning. I'm fine. The teacher then asks students who are absent. And the student answered "Nil mas". Teachers then remind students about the previous learning, and linking with the learning activity at today's meeting.
4.	R started to remind students about the material taught at yesterday's meeting, and write sentences about personal experiences memorable.
5.	R also re-explain the functions of the conjunction and the sequence of events.
6.	R then gives students the task of reshaping Rearrange paragraphs or random sentence into meaningful sentences on the theme of "unforgettable experience"
7.	In doing this task, the students repeatedly asked about the problems he faced to R, R was patiently answer any questions from the students.
8.	After all the students do the work, the students collect the results of their work to R.

9.	R then give final task the students are write text themed recount personal experiences unforgettable.
10.	Students work seriously and given considerable time in working on this task
11.	Setelah siswa menyelesaikan tulisan mereka, maka R mengakhiri pertemuan karena waktu yang terbatas, serta pemberian hadiah kepada kelompok yang memenangkan <i>hide and find games</i> pada pertemuan sebelumnya.
12.	R saying goodbye and thank you for participating in this research and farewell "Good Bye, Wassalamu'alaikum Wr. Wb. "

Field Note 11

Date: October 30th 2016

R: Researcher

GBI: Guru Bahasa Inggris

KS: Kepala Sekolah

Place: Ruang Guru, Ruang kepala sekolah

Farewell day

1.	R came to the school at 10:15
2.	R meet teachers and thank them for the help and participation in this implementation of the Classroom Action Research (CAR)
3.	R gives souvenirs to the teachers and to the principal's office to convey information about research and thank him for permission to study in SMP Muhammadiyah 1 Gatak
4.	R saying "Good Bye, Wassalamu'alaikum Wr. Wb."

APPENDIX B
INTERVIEW GUIDELINES AND
TRANSCRIPTS

INTERVIEW GUIDE

BEFORE THE ACTION

A. Interview with the Teacher

1. Masalah-masalah apa yang ibu hadapi di kelas khususnya pada saat pembelajaran *writing* di kelas ibu?
2. Menurut ibu mengapa pembelajaran *writing* itu sulit?
3. Aktivitas apa yang sering ibu lakukan dalam pembelajaran *writing* di kelas?
4. Media apa saja yang sering ibu gunakan dalam pembelajaran *writing*?
5. Menurut ibu, bagaimana kemampuan *writing* siswa kelas VIII?
6. Kesulitan apa yang biasanya siswa hadapi ketika menulis teks?
7. Bagaimana cara ibu meningkatkan motivasi siswa dalam hal *writing*?
8. Apakah ibu tau bahwa Manga Strips dapat meningkatkan proses *writing* recount text siswa?
9. Apakah ibu pernah atau sering menggunakan media Manga Strips atau mungkin Comic Strips untuk memperkuat pembelajaran recount ?
10. Ada yang ingin ibu tambahkan?

B. Interview with the Students

1. Apakah kamu suka belajar Bahasa Inggris terutama *writing*?
2. masalah apa yang biasa kamu temui pada saat pelajaran *writing* di kelas?
3. Selama ini bagaimana cara kamu mengatasi masalah tersebut?
4. Materi dan aktivitas apa yang sering digunakan guru di kelas pada saat pelajaran *writing*?
5. Kamu pernah atau sering membaca komik atau tidak?
6. Apakah ibu guru pernah menggunakan media Manga Strips atau mungkin Comic Strips dikelas?
7. Menurut kamu, Menulis recount text dengan menggunakan media Manga Strips itu aktivitas yang menyenangkan tidak?
8. Ada yang ingin ditambahkan?

INTERVIEW GUIDE

AFTER THE IMPLEMENTATION

Teacher

1. Apa pendapat ibu tentang actions yang telah saya terapkan?
2. Menurut ibu, apakah materi yang sudah saya sampaikan sesuai dengan tujuan kegiatan belajar mengajar Bahasa Inggris berdasarkan KI dan KD?
3. Menurut ibu apakah writing recount text lewat Manga Strips menarik dan meningkatkan minat siswa dalam pembelajaran dalam kelas?
4. Menurut ibu apakah siswa dapat memahami materi dengan jelas dan mudah?
5. Menurut ibu apakah materi-materi dan aktivitas-aktivitas pembelajaran writing lewat Manga Strips efektif untuk meningkatkan kemampuan writing recount text siswa?
6. Peningkatan itu terutama terlihat dimana bu?
7. Apa saran ibu untuk action selanjutnya?

Students

1. Bagaimana pendapat kamu tentang pertemuan kemarin?
2. Apakah kamu menikmati belajar menulis bahasa inggris lewat Manga strips?
3. Menurut pendapat kamu, apakah belajar menulis bahasa inggris dengan Manga Strips menarik dan meningkatkan minat belajar kamu terutama dalam hal writing recount text?
4. Dapatkah kamu memahami materi tersebut dengan jelas dan mudah?
5. Dapatkah kamu memahami penjelasan guru?
6. Menurut kamu apakah materi-materi dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan writing kamu?
7. Ada masalah yang lain?

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPT 1

Date: Wednesday, September 21th 2016

Place: Classroom

Interviewer: Researcher (R)

Interviewee: Ferdiansyah (S1)

R : "Selamat Pagi dik."

S1 : "Pagi miss."

R : "Namanya siapa?"

S1 : "Ferdin"

R : "Apakah kamu suka sama pelajaran bahasa inggris?"

S1 : "Suka miss."

R : "Bagaimana dengan writing? Pada waktu pelajaran bahasa inggris disuruh menulis pakai bahasa inggris sama membuat kalimat begitu suka apa tidak?"

S1 : "Kurang terlalu suka."

R : "Kurang suka ya,, kenapa?"

S1 : "bingung mbak mau nulis apa, kurang begitu paham kalimat sama kata-kata bahasa inggris"

R : "Jadi kamu menganggap writing susah ya. apa saja kesulitannya dek?"

S1 : "Sulitnya ya kosakatanya mbak.."

R : "Kalau dapet kesulitan gitu kamu ngapain?"

S1 : " cari dikamus, tapi lama mbak."

R : "oh begitu. Terima kasih dek"

S1 : "Sama-sama mbak."

INTERVIEW TRANSCRIPT 2

Date: Wednesday, September 28th 2016

Place: Classroom

Interviewer: Researcher (R)

Interviewee: Jesika (S12)

R : "Selamat pagi.."

S12 : "Pagi."

R : "Nama kamu siapa ya?"

S12 : "Jesika,,

R : “Dik Jesika, suka tidak dengan bahasa inggris..”

S12 : “Suka..”

R : “Kenapa suka?”

S12 : “ ya suka aja mbak daripada pelajaran matematika.”

R : “Bagaimana dengan kegiatan menulis dalam bahasa inggris?”

S12 : “Tidak begitu senang.”

R : “Kenapa ?”

S12 : “Kesulitan dalam menemukan idenya mbak.”

R : “Memangnya guru bahasa inggrisnya bagaimana mengajarnya?”

S12 : “Cuma suruh nulis atau mencatat saja mbak.”

R : “Terus kesempatan nulisnya sama contoh buat nulis kalimatnya banyak tidak?”

S12 : “Tidak mbak. Membuat cepat bosan.”

R : “oh begitu ya. Terima kasih ya dek.”

S12 : “Iya mbak. Sama-sama”

INTERVIEW TRANSCRIPT 3

Date: Wednesday, October 05th 2016

Place: Classroom

Interviewer: Researcher (R)

Interviewee: Adit (S7)

R : “sudah selesai belum mengerjakannya?”

S7 : “sudah mbak..”

R : “bagaimana menulis recount text dibantu pakai komik gambar naruto beginigini suka?”

S7 : “iya suka mbak, membantu sekali.”

R : “membantunya bagaimana?”

S7 : “jadi tidak terlalu sulit.”

R : “memang biasanya sulit?”

S7 : “ banget mbak”

R : “begitu ya, terima kasih dek.”

S7 : “Iya mbak. Sama-sama”

INTERVIEW TRANSCRIPT 4

Date: Friday, September 16th 2016

Place: Teacher's office

Interviewer: Researcher (R)

Interviewee: Dyah Rahmawati, S.Pd. (T)

R : bu, kalo selama ini siswa belajar inggris materinya dari mana?

T : Ini sementara saya copy-kan buku pelajaran bahasa inggris yang dari pemerintah dan sesekali saya jelaskan lewat papan tulis.

R : Tapi kalo saya perhatikan tadi dalam buku tersebut tidak menyediakan aktivitas yang bagus untuk belajar menulis? Gimana menurut ibu?

T : sementara ini menjadi pegangan anak-anak dulu mbak. Memang buku ini masih harus direvisi dan banyak sekali perbaikan.

INTERVIEW TRANSCRIPT 5

Interviewer: Researcher (R)

Interviewee: Interviewee: Dyah Rahmawati. (T)

Day/date: Friday, October 16th 2016

Place: School Lobby

R : "Selamat pagi bu"

T : " Iya, selamat pagi"

R : "saya ingin tahu bu, bagaimana sih proses pembelajaran khususnya pembelajaran *writing* di kelas ibu? Apakah siswa langsung disuruh menulis atau bagaimana bu?"

T : "sebelum siswa mulai menulis ya harus diberi tahu seperti apa contoh tulisan yang akan mereka tulis, secara tidak langsung guru kan juga memberikan tahaan awal seperti jumble words atau kata acak dulu selanjutnya mereka bisa menambahkan kata atau fill in the blank pada incomplete sentence. Lanjut lagi mereka bisa menyusun kalimat acak/ re-arrange sentences.

R : "jadi mereka mengerjakan yang lebih mudah terlebih dahulu kemudian mengerjakan ke tingkatan yang lebih sulit, seperti itu ya bu?"

T : "Iyaa bisa dikatakan seperti itu."

R : "Kemudian ada tidak pak masalah-masalah yang bapak hadapi di kelas khususnya pada saat pembelajaran *writing*?"

T : “Kesulitan ya maksudnya?”

R : “Iya seperti kesulitan-kesulitan bu.”

T : “mereka kadang suka tidak tahu apa sebenarnya yang mereka tulis, jadi mereka bingung setelah nulis ini mw nulis apa lagi untuk kalimat selanjutnya.”

R : “jadi masih kurang bisa menentukan ide pokok atau inti cerita yang akan mereka tulis gitu bu?

T : “Iya mbak dan kadang Susunannya seperti Bahasa Indonesia. Jadi susunan kata kata mereka itu masih amburadul, seperti pemakaian to infinitif ya masih ditulis juga “to” nya, masih ikut kaus gitu. Kalo sekarang ada teknologi seperti Google translate itu. Tapi kan akses mereka kesana terbatas karena juga memerlukan jaringan internet. Lagipula juga kadang susunannya juga kurang akurat”

R : “Hmm. Lalu bagaimana dengan kesempatan menulis siswa di dalam kelas, apakah mereka memiliki kesempatan yang banyak untuk menulis? Padahal mereka di kelas hanya memiliki waktu 2 X 40 menit saja.

T : “iya memang writing itu prosesnya lama ya dan memeriksa pekerjaan siswa juga harus satu demi satu seperti memberikan feedback pada setiap kesalahan yang dibuat siswa dalam menulis.

R: “Apa saja aktivitas yang sering bapak lakukan pada saat pembelajaran writing di kelas agar lebih menarik?”

T : “Biasanya ibu berikan gambar. Gambar itu sangat membantu siswa dalam menulis dan imajinasi siswa langsung muncul. Kemudian waktu mempelajari recount text, bapak menyuruh mereka untuk menulis pengalamannya pada saat liburan.

R : “Apakah ibu pernah menggunakan komik atau sejenisnya dalam aktivitas writing siswa?”

T : “Saya sih belum pernah mbak. Tapi saya kira menarik juga karena media visual itu juga berpengaruh juga sama daya ingat mereka, apalagi anak-anak SMP kan juga masih dalam masa anak dimana mereka juga masih suka tokoh kartun.

R : “Terima kasih bu atas waktunya. Semoga ibu tambah sukses”

T : “Iya sama-sama mbak.”

INTERVIEW TRANSCRIPT 6

Interviewer: Researcher (R)

Interviewee: Eka Apriliana (S16), Fadhilah Risky (S17)& Adit (S7)

Day/Date: Friday, October 07th, 2016

Place: VIII B

R : okay student what we have learned today?

S17 : recount text miss, penghubung kalimat

S16 : cerita pengalaman selama liburan miss

R : what are the structure of a recount text? Ada yang masih ingat? Does anyone still remember?

S17 : orientation, events sama re-orientation

R :how many events did exist in the text?

S7 : hmmm... ada 5 miss.

INTERVIEW TRANSCRIPT 7

Interviewer: Researcher (R)

Interviewee: Rakha Yoseviva (S26).

Day/date: Wednesday, October 12th 2016

Place: Class lobby

R : “Halo dek. mau menanyakan sesuatu nih?”

S28 : “Tanya apa miss?”

R : “Selama ini kan kamu cuma belajar lewat teks recount yang dari bu Dyah, kalau sekarang bagaimana belajarnya? terbantu tidak ?

S28 : “Iya mbak, kalo dibandingkan dengan teks dari bu Dyah, lebih lengkap yang dari mbak, saya jadi lebih paham materinya sama cerita komiknya”.

R : oke. Dipelajari ya dek handoutnya. Terima kasih.”

S28 : “iya mbak.”

INTERVIEW TRANSCRIPT 8

Interviewer: Researcher (R)

Interviewee: Eka Yudha Pramudani (S14) dan Eva P (S15).

Day/date: Wednesday, October 12th 2016

Place: Class lobby

R : “hai. Maaf mennganggu sebentar”

S14&15 : “Ada apa ya mbak?”

R : “komik Manga yang mbak berikan membantu gak dalam belajar kalian?”

S14 : “Ya mbak. Kalo biasanya kita bosan kalo disuruh menulis sama Bu Dyah, sekarang kita jadi suka sama materinya.”

S15 : “Bisa dibawa pulang juga mbak, bisa dibaca-baca di rumah, jadi ingin menggambar sendiri.”

R : “Oke dek. Terima kasih ya.”

S14 : “iya mbak.”

INTERVIEW TRANSCRIPT 9

Interviewer: Researcher (R)

Interviewee: Amah Wiji S (S3)

Day/date: Wednesday, October 12th 2016

Place: Class lobby

R : Tadi dapat hadiah tidak ?

S3 : tidak mbak. Tadi padahal sudah membuat cerita semenarik mungkin tapi juga tidak menang.

R : Bagus benar tidak? Berarti pertemuan besok harus lebih baik lagi ya.

S3 : InsyaAllah Mbak. Perlu kerja keras lagi ini.

R : Iya Dek, hasilnya kan tergantung sama kerjasama kelompok makanya yang kompak ya,. Sebisa mungkin kalian memberikan ide dan saran sebagai masukan biar dapet cerita yang bagus, oke.

S3 :Padahal saya merasa sudah menang tapi kok belum menang ya.

INTERVIEW TRANSCRIPT 10

Interviewer: Researcher (R)

Interviewee: Mariyatun (S31)

Day/date: Friday, October 14th 2016

Place: Classroom of 8B

R : “sudah pada selesai belum mengerjakannya?”

S31 : “Sudah miss..”

R : “Bagaimana menulis recount text dibantu pakai komik begini suka atau tidak?”

S31 : “iya suka miss, membantu sekali.”

R : “membantunya bagaimana?”

S31 : “jadi tidak terlalu sulit.”

R : “memang biasanya sulit?”

S31 : “ banget miss”

R : “begitu ya, terima kasih dek.”

S31 : “Iya miss. Sama-sama”

INTERVIEW TRANSCRIPT 11

Interviewer: Researcher (R)

Interviewee: Hery Prasetyo (S23)

Day/date: Friday, October 14th 2016

Place: Classroom of 8B

R : suka tidak sama game nya tadi?

S23 : Suka mbak.

R : Kenapa memangnya?

S23 : Kita bisa kerja kelompok biar tidak tegang. Jadi tidak yang membaca teks, terus mengerjakan soal saja.

INTERVIEW TRANSCRIPT 12

Interviewer: Researcher (R)

Interviewee: Goras (S22)

Day/Date: Friday, October 21th 2016

Place: Class lobby

R : “Dek saya mau tanya sebentar.”

S26 : “Tanya apa mbak?”

R : “Kemarin kan mbak ngasih tugas buat PR jawab pertanyaan dari Manga Strips, bagaimana sudah dikerjakan?.”

S26 : “sudah, terus kenapa mbak?”

R : “Susah apa tidak dek?”

S26 : “Ya susah-susah gampang mbak.”

R : “Membantu kamu apa tidak? Dulu kamu kan kalau disuruh mengerjakan PR kan tidak pernah mengerjakan?”

S26 : “ya kalau ini menarik mbak, saya suka kalau materinya begini terus.”

R : “Oh begitu ya dek? Dikerjain sendiri apa sama temen belajar kelompok?”

S26 : “sendiri mbak, alhamdulillah bisa kok.”

R : “Haha. Lanjutkan dek, good job deh”

INTERVIEW TRANSCRIPT 13

Interviewer: Researcher (R)

Interviewee: Giovani P (S21)

Day/Date: Friday, October 17th 2014

Place: Classroom

R : “kamu kok sering sekali bertanya di kelas dek ?”

S21 : “Iya mbak, tidak boleh ya??”

R : “Boleh dek, malahan bagus, kamu aktif banget. Tapi kamu tanya itu memang benar tidak tahu atau hanya sekedar iseng ?.”

S21 : “ya kadang memang benar-benar tidak tahu mbak, tapi kadang hanya memastikan itu benar begitu apa tidak.”

R : “oh begitu ya, bagus dek, pertahankan, kasih contoh buat temenmu yang lain biar aktif seperti kamu”

S21 : “Iya mbak”

INTERVIEW TRANSCRIPT 14

Interviewer: Researcher (R)

Interviewee: Bima Ali (S9)

Day/Date: Wednesday, October 26th 2016

Place: Class lobby

R : “Halo Bima.”

S : “Ada apa mbak?”

R : “bagaimana perasaan kamu diberi hadiah pada waktu game tadi?”

S : “Seneng Mbak. Jadi termotivasi. Tadi kelompokku banyak sekali hadiahnya.”

R : “bagus, semangat terus ya

S4 : “masih ada game lagi apa tidak mbak?”

R : “Oh ya tidak ada, besok kan pertemuan terakhir sama saya.”

S4 : “yaaahhh, ya sudah mbak.”

INTERVIEW TRANSCRIPT 15

Date: Friday, October 28th 2016

Place: Classroom

Interviewer: Researcher (R)

Interviewee: Dea Syahfitrie (11) & Dini Maharani (13)

R : Suka tidak sama hadiahnya?

S13 : suka miss, bisa dibagi-bagi sama temen.

S11 : wah tapi saya tidak menang miss, ada game lagi miss?

R : Tidak ada dek, hanya 2 ini. Tidak menang tapi kan sudah berpartisipasi.

INTERVIEW TRANSCRIPT 16

Date: Friday, October 28nd 2016

Place: Classroom

Interviewer: Researcher (R)

Interviewee: Annisa Pramudita S (S5) & Cindhya (S10)

R : “bagaimana kalau pakai komik kalian bisa lebih enjoy apa tidak mengerjakan soal-soalnya?”

S5 : “iya miss, ada gambarnya, jadi bisa menebak komik bercerita tentang apa.”

S10 :”ya lebih baik miss tapi kalimatnya kok ada yang sulit ya? Tapi menyenangkan miss, ada gambarnya, saya suka. “

S5 : “miss komiknya kan gambarnya naruto, kenapa ceritanya tidak seperti komik naruto?”

R : “ya sesuai sama tema to dik, ini kan temanya liburan, jadi ini saya buat ceritanya kalian yang berlibur.”

INTERVIEW TRANSCRIPT 17

Date: Friday, October 28th 2016

Place: Classroom

Interviewer: Researcher (R)

Interviewee: Aris (S2) & Aldi (S4)

R : Kalian kok lebih aktif ya sekarang.

S1 : Iya mbak. Sekarang saya jadi terbiasa pas jawab pertanyaan.

S26 : soalnya asik mbak komiknya

INTERVIEW TRANSCRIPT 18

Interviewer: Researcher (R)

Interviewee: Dyah Rahmawati. (T)

Day/Date: Friday, October 14th 2016

Place: Teacher's office

R : seperti yang Ibu liat tadi, Materi yang saya ajarkan menurut Ibu bagaimana?

ET : sebetulnya recount text itu termasuk text types yang sederhana yang seharusnya bisa dikerjakan siswa dengan mudah, tetapi siswa disini mungkin agak kesulitan untuk mengisi suatu teks recount dengan 5 events minimal ya. Masalahnya karena sering sekali mereka menanyakan “pak habis ini (diisi apa ?/ pak ini kalau begini gimana)” ya sepertinya mereka kurang bisa menuangkan ide mereka dalam kelima events tersebut. Tadi saya perhatikan pas mas memberikan penjelasan tentang komik saya dibelakang liat mereka memperhatikan betul, mungkin dirasa menarik ini memang medianya. Coba besok ditayangkan dalam LCD saja ya biar lebih oke.

R : ya bu. Besok saya usahakan.

INTERVIEW TRANSCRIPT 19

Interviewer: Researcher (R)

Interviewee: Dyah Rahmawati (ET)

Day/Date: Friday, October 28th 2016

Place: Teacher's office

R : gimana pendapat ibu tentang task terakhir yang sudah saya berikan tadi?

ET : Saya rasa proses pembelajaran di siklus kedua ini sudah meningkat dibandingkan di siklus pertama, saya kira ini sudah berhasil. Para siswa mencoba untuk mengerjakan soal sendiri waktu menulis pengalaman pribadi mereka. Mungkin hal ini karena tempat duduk mereka tidak seperti biasanya.

R : iya bu, tempat duduknya juga saya sudah bedakan dan pisahkan sama teman sebangku.

ET : ya saya sependapat mbak. Kali ini mereka terlihat lebih anteng

APPENDIX C

QUESTIONNAIRE

Kuesioner Comic strips

Lingkari pada pilihan jawaban yang sesuai dengan keadaan Anda.

1. Apakah adik-adik suka membaca komik?

- a. Iya
- b. Tidak

2. Seberapa sering adik-adik membaca komik dalam 1 minggu?

- a. 1 jam
- b. 1-2 jam
- c. 2 jam

3. Apakah adik-adik memiliki langganan/saluran untuk meminjam/ mengakses komik?

- a. Iya
- b. tidak

4. Dimana biasanya adik-adik membaca komik?

- a. Lewat internet
- b. Lewat buku komik
- c. Lewat majalah
- d. lain-lain.....

5. Apa tujuan adik-adik membaca komik?

- a. Hiburan
- b. Mengisi waktu luang
- c. Mencari inspirasi
- d. Lain-lain.....

6. Komik jenis apa yang sering adik-adik baca?

- a. Manga/anime (jepang)
- b. Percintaan/romansa
- c. Komedi
- d. Detektif

7. Apakah adik-adik pernah belajar suatu ilmu lewat komik?

- a. iya
- b. tidak

8. Apakah setelah menggunakan media komik ini anda menjadi lebih mudah dalam mengerjakan tasks yang saya berikan?

- a. Iya
- b. Tidak

9. Apakah dalam penerapan komik bersama saya anda menjadi lebih aktif memberikan pertanyaan dalam kelas dibandingkan sebelumnya ?

- a. Iya
- b. Tidak

10. Dari aktivitas yang telah diberikan, mana yang paling adik-adik suka dari penggunaan komik ini?

- a. Games
- b. Matching Tasks
- c. Writing tasks
- d. Lain-lain.

11. Apakah ada kesulitan dan keluhan anda selama penggunaan media komik dalam kegiatan di kelas?

- a. Iya (tuliskan alasan serta saran)
- b. Tidak

APPENDIX D

COURSE GRID

COURSE GRID OF SMP MUHAMMADIYAH 1 GATAK IN USING MANGA STRIPS IN THE ACADEMIC YEAR OF 2016/2017

Mata Pelajaran : Bahasa Inggris

Kelas : 8

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Cycle 1						
Learning Materials	Learning Objective	Indicator	Learning activities	Assesment	Steps in using Manga Strips	Learning Sources
Text : Recounts Topic : My Holiday Vocation Function: Retelling activities happen in the past. Generic Structure: Orientation Record of events Reorientation	By the end of the course, the students are expected to be able to write a recount text.	<ul style="list-style-type: none"> Identify the generic structure of recount text. Identify the social function of the text Identify past verbs used in the Recount text. 	a. Observing <ul style="list-style-type: none"> ➤ Students are given the comic strips and start to read the comic silently and guess the topic and the unfamiliar words. They may open the dictionary if necessary. ➤ Students follow the teacher explanation about the text related to the comic. ➤ Students follow the explanation about the generic structure and the definition of the recount text. ➤ The teacher explains the genre, purpose, and the social context of the text. 	Written test (writing their own experience in holiday)	<ul style="list-style-type: none"> Manga strips were given as input text. Manga Strips were given to help students in analyzing the generic structure, social functions and conjunction 	book “When English Rings a Bell”

<p>Grammar use: nouns, pronouns, past tense, conjunctions and time connectives to sequence the events, adverbs and adverbial phrases, and adjectives.</p>		<ul style="list-style-type: none"> • Match the vocabulary with its meaning. • Arrange and rewrite a Recount text based on the Comic Strips • Write their own holiday vacation. 	<p>b. Questioning</p> <ul style="list-style-type: none"> ➤ Students write the matters they do not know about generic structure of the recount text. ➤ Students begin to write the matters they do not know about the social structure about the text <p>c. Collecting Informations</p> <ul style="list-style-type: none"> ➤ Students look for another example of the recount text from every sources. ➤ Students learn the past tense and past progressive. ➤ Students learn about sentence conjunction. ➤ Students learn about writing the recount text. <p>d. Analyzing Data</p> <ul style="list-style-type: none"> ➤ Students read the comic strips and answer the question based on the story. ➤ Students analyze the difficult words and the connectors in the recount text ➤ Students analyze the use of past tense and past progressive ➤ Students fill the blank sentences of the recount text. 		<ul style="list-style-type: none"> • Manga Strips were given to guide students in answer the task. • Manga Strips were given to help students re-arranging the sentences. • Manga Strips were given to guide students writing simple text 	
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			<p>e. Communicating</p> <ul style="list-style-type: none"> ➤ Students begin to write sentences to tell the recount text story. ➤ Teacher gave the feedback for the students. <p>f. Creating</p> <ul style="list-style-type: none"> ➤ Students re-arrange the sentences of the recount text based on the comic strips. ➤ Students write the recount text about their own holiday ➤ Teacher give the feedback for the students. 			
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COURSE GRID OF SMP MUHAMMADIYAH 1 GATAK IN USING MANGA STRIPS IN THE ACADEMIC YEAR OF 2016/2017

Mata Pelajaran : Bahasa Inggris

Kelas : 8

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.)

Cycle 2						
Learning materials	Learning Objective	Indicator	Learning activities	Assesment	Steps in using Comic Strips	Learning Sources
Text : Recounts Topic : My Unforgettable Experiences Function: Retelling activities happen in the past. Generic Structure: Orientation Record of	By the end of the course, the students are expected to be able to write a recount text.	<ul style="list-style-type: none"> Identify the social function of the text. Identify past verbs used in the Recount text. Match the vocabulary with its meaning. Arrange and rewrite 	a. Observing <ul style="list-style-type: none"> ➤ Students are given the comic strips and start to read the comic silently and guess the topic and the unfamiliar words. They may open the dictionary if necessary. ➤ Students follow the teacher explanation about the text related to the comic. ➤ Students follow the explanation about the 	Written test (writing their own memorable experience)	<ul style="list-style-type: none"> Manga Strips were given as input text. Manga Strips were given to help students in analyzing the generic structure, social functions and 	<ul style="list-style-type: none"> Manga Strips Examples of written text English book "When English Rings a Bell"

<p>events Reorientation Grammar use: nouns, pronouns, past tense, conjunctions and time connectives to sequence the events, adverbs and adverbial phrases, and adjectives.</p>		<p>a Recount text based on the Comic strips.</p> <ul style="list-style-type: none"> • Write their own memorable Experience 	<p>generic structure and the definition of the recount text.</p> <ul style="list-style-type: none"> ➤ The teacher explains the genre, purpose, and the social context of the text. <p>b. Questioning</p> <ul style="list-style-type: none"> ➤ Students write the matters they do not know about generic structure of the recount text. ➤ Students begin to write the matters they do not know about the social structure about the text. <p>c. Collecting Informations</p> <ul style="list-style-type: none"> ➤ Students look for another example of the recount text from every sources. ➤ Students learn the past tense and past progressive. ➤ Students learn about sentence conjunction. ➤ Students learn about writing the recount 		<p>conjunction .</p> <ul style="list-style-type: none"> • Manga Strips were given to guide students in answer the task. • Manga Strips were given to help students re- arranging the sentences • Manga Strips were given to guide students in writing simple recount text. 	
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			<p>text.</p> <p>d. Analyzing Data</p> <ul style="list-style-type: none"> ➤ Students read the comic strips and answer the question based on the story. ➤ Students analyze the difficult words and the connectors in the recount text ➤ Students analyze the use of past tense and past progressive ➤ Students fill the blank sentences of the recount text. <p>e. Communicating</p> <ul style="list-style-type: none"> ➤ Students begin to write sentences to tell the recount text story. ➤ Teacher gave the feedback for the students. <p>f. Creating</p> <ul style="list-style-type: none"> ➤ Students re-arrange the sentences of the recount text based on the comic strips. ➤ Students write the recount text about 			
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			<div>their own holiday</div> <div>➤ Teacher give the feedback for the students.</div>			
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APPENDIX E

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Muhammadiyah 1 Gatak

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Materi Pokok : Recount text (pengalaman pribadi dan peristiwa yang telah terjadi)

Waktu : 6 × 40 menit

A. Kompetensi Inti

- Menghargai dan menghayati ajaran agama yang dianutnya
- Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris
2.	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima. 2.1.2 Berpamitan pada guru dan teman menggunakan Bahasa Inggris yang berterima. 2.1.3 Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima. 2.1.4 Menjawab ungkapan pamitaan guru dan teman menggunakan Bahasa Inggris yang berterima. 2.1.5 Berdiskusi secara santun untuk menemukan jawaban atas kesulitan selama pembelajaran menyatakan dan menanyakan kemampuan melakukan suatu tindakan.
3.	3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan	3.1.1 Mengidentifikasi fungsi sosial dalam recount text. 3.1.2 Mengidentifikasi generic structure dalam recount text. 3.1.3 Mengidentifikasi kosa kata seperti nama waktu (Monday, exactly at four, before sunrise dan

	menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.	Sunday afternoon) dalam teks recount serta penghubung waktu (first, then, after that, before) dalam recount text. 3.1.4 Mengidentifikasi tata bahasa yang berisi tentang penggunaan kata kerja lampau simple past tense dan past continuous tense dalam teks recount. 3.1.5 Mengidentifikasi kosa kata sulit yang berhubungan dengan teks
4.	4.1 Menangkap makna (reading) teks recount tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.	4.1.1 Membaca teks <i>recount</i> tentang peristiwa masa lampau. 4.1.2 Mengidentifikasi informasi rinci dalam teks recount yang berisi tentang peristiwa masa lampau yang terdapat dalam teks. 4.1.3 Menyebutkan jalan cerita dari teks recount yang berisi tentang peristiwa masa lampau yang telah dibaca. 4.1.4 Menemukan informasi khusus dalam teks recount yang berisi tentang peristiwa masa lampau yang telah dibaca.
5.	5.1 Menyusun teks recount tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	5.1.1 Menyusun ulang teks singkat yang menceritakan suatu kejadian/ peristiwa. 5.1.2 Membuat teks singkat yang berisi tentang pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks serta logis dan koheren.

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

Pertemuan Pertama

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.
4. Menggunakan Bahasa Inggris yang berterima dalam berpamitan pada guru dan teman.
5. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan sapaan dan pamitan dan responsnya.
6. Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.
7. Menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang berterima.
8. Mengidentifikasi fungsi sosial recount text dalam teks singkat.
9. Mengidentifikasi struktur recount text.
10. Mengidentifikasi generik struktur teks recount.

11. Mengidentifikasi kosa kata dalam recount text.
12. Mengidentifikasi unsur kebahasaan seperti penggunaan simple past tense dan past continuous tense dan kata kerja aktif
13. Menyusun ulang teks recount yang menceritakan mengenai pengalaman berlibur
14. Melengkapi teks singkat yang menceritakan mengenai pengalaman berlibur.
15. Melengkapi teks singkat yang menceritakan mengenai pengalaman berlibur.

Pertemuan Kedua

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.
4. Menggunakan Bahasa Inggris yang berterima dalam berpamitan pada guru dan teman.
5. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan sapaan dan pamitan dan responsnya.
6. Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.
7. Menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang berterima.
8. Mengidentifikasi fungsi sosial tentang pengalaman berlibur.
9. Mengidentifikasi penggunaan kata ganti yang tepat.
10. Membuat kalimat singkat mengenai recount text yang berhubungan dengan comic strips
11. Membuat teks singkat tentang pengalaman berlibur dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Pertemuan Ketiga

1. Mengikuti semua aktivitas yang diberikan oleh guru dengan semangat.
2. Memiliki semangat yang lebih untuk belajar bahasa inggris khususnya berbicara.
3. Berdiskusi secara santun untuk menemukan jawaban atas kesulitan selama pembelajaran tentang pengalaman berlibur.
4. Berdiskusi secara santun untuk menemukan jawaban atas kesulitan selama pembelajaran tentang pengalaman berlibur.
5. Bertanya secara santun terhadap kesulitan yang dihadapi selama pembelajaran tentang peristiwa masa lalu.
6. Bertanya secara santun terhadap kesulitan yang dihadapi selama pembelajaran tentang pengalaman berlibur.

D. Materi Pembelajaran

Teks tulis tentang:

- a. Pengalaman tentang Liburan.
- b. Kejadian masa lampau.

1. Fungsi sosial

Menceritakan, melaporkan, meneladani dan membanggakan pengalaman .

2. Struktur teks

- deskripsi tentang orang yang terlibat
- menguraikan secara runtut kejadian yang telah terjadi

- a. Last saturday I went to the mountain with my friends, they were Rudi, Joni and Rini
 - b. After climbing the mountain we took a rest in the nearest hut. Finally we decided to come back home because we were very tired.
3. Unsur kebahasaan
- a. Kata kerja simple past tense dan past continuous tense.
 - b. Kata kerja aktif (menunjukkan tindakan atau kegiatan)
 - c. Adverbia penghubung waktu : first, then, before, finally, etc.
 - d. Adverbia penunjuk waktu : yesterday, last month, an hour ago, etc.
 - e. Penyebutan kata benda singular dan plural baik yang beraturan (pakai-s) maupun yang tidak (seperti children).
 - f. Ejaan, tanda baca dan tulisan tangan

E. Sumber/Media Pembelajaran

I. Sumber:

Kementerian Pendidikan dan Kebudayaan. 2014. *“When English Rings a Bell”*. Jakarta: Kementerian Pendidikan dan Kebudayaan

II. Media Pembelajaran :

Hand out, White Board, Board marker, Laptop, LCD, Comic Strips.

F. Metode Pembelajaran

Pendekatan : *Scientific Approach*

G. Langkah Pembelajaran

Pertemuan Pertama

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	<ul style="list-style-type: none"> a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan; e. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. f. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. g. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan. 	10 Menit

	<p>c. Mengumpulkan informasi</p> <ul style="list-style-type: none"> ➤ Siswa mencari kata-kata sulit dalam recount text dan menemukan artinya dalam kamus. ➤ Siswa mengidentifikasi fungsi sosial dalam recount text mengenai recount text. ➤ Siswa mengidentifikasi unsur kebahasaan yang berhubungan dengan penggunaan kata penghubung dalam recount text. ➤ Siswa mengidentifikasi tata bahasa dalam recount text mengenai penggunaan kata kerja. ➤ Siswa mencari berbagai cara untuk menceritakan peristiwa masa lalu selain yang dicontohkan oleh guru. ➤ Siswa menemukan cara menceritakan kejadian masa lalu selain dari teks recount yang telah diberikan oleh guru. ➤ Siswa menulis berbagai cara untuk menceritakan peristiwa masa lalu hasil dari pekerjaan temannya di papan tulis yang sudah benar. <p>d. Menganalisis data</p> <ul style="list-style-type: none"> ➤ Secara berpasangan, siswa menjawab pertanyaan tentang isi teks dari teks recount yang telah dibaca. ➤ Secara berpasangan, siswa menjawab pertanyaan tentang fungsi sosial teks recount yang telah dibaca. ➤ Secara berpasangan, siswa menjawab pertanyaan tentang struktur kalimat dari teks recount yang telah dibaca. ➤ Secara berpasangan, siswa menjawab pertanyaan tentang unsur kebahasaan dari teks recount yang telah dibaca. ➤ Secara berpasangan, siswa menjawab pertanyaan tentang tata bahasa dari teks recount yang telah dibaca. ➤ Siswa meminta bantuan guru bila memerlukannya. 	<p>20 Menit</p> <p>15 Menit</p>
Penutup	<p>a. Peserta didik bersama guru menyimpulkan pembelajaran.</p> <p>b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan</p> <p>c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini.</p> <p>d. Guru dan peserta didik mengucapkan salam.</p>	10 Menit

Pertemuan 2

Fase	Kegiatan Pembelajaran	Waktu
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. e. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan. f. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti tes.	10 Menit
Kegiatan inti	g. Mencipta <ul style="list-style-type: none"> ➤ Siswa menyusun kalimat acak yang berisi tentang pengalaman berlibur menjadi sebuah kalimat yang benar. ➤ Siswa membuat teks singkat yang bercerita pengalaman liburan pribadi ➤ Pemberian umpan balik secara lisan oleh guru terhadap aktivitas yang dilakukan oleh siswa. 	60 Menit
Penutup	a. Peserta didik bersama guru menyimpulkan pembelajaran. b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan peserta didik mengucapkan salam perpisahan. e. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	10 Menit

H. Penilaian (Instrumen penilaian terlampir)

1. Penilaian sikap
2. Penilaian pengetahuan
3. Penilaian keterampilan

Guru Mata Pelajaran

Sukoharjo, 5 Oktober 2016
Peneliti

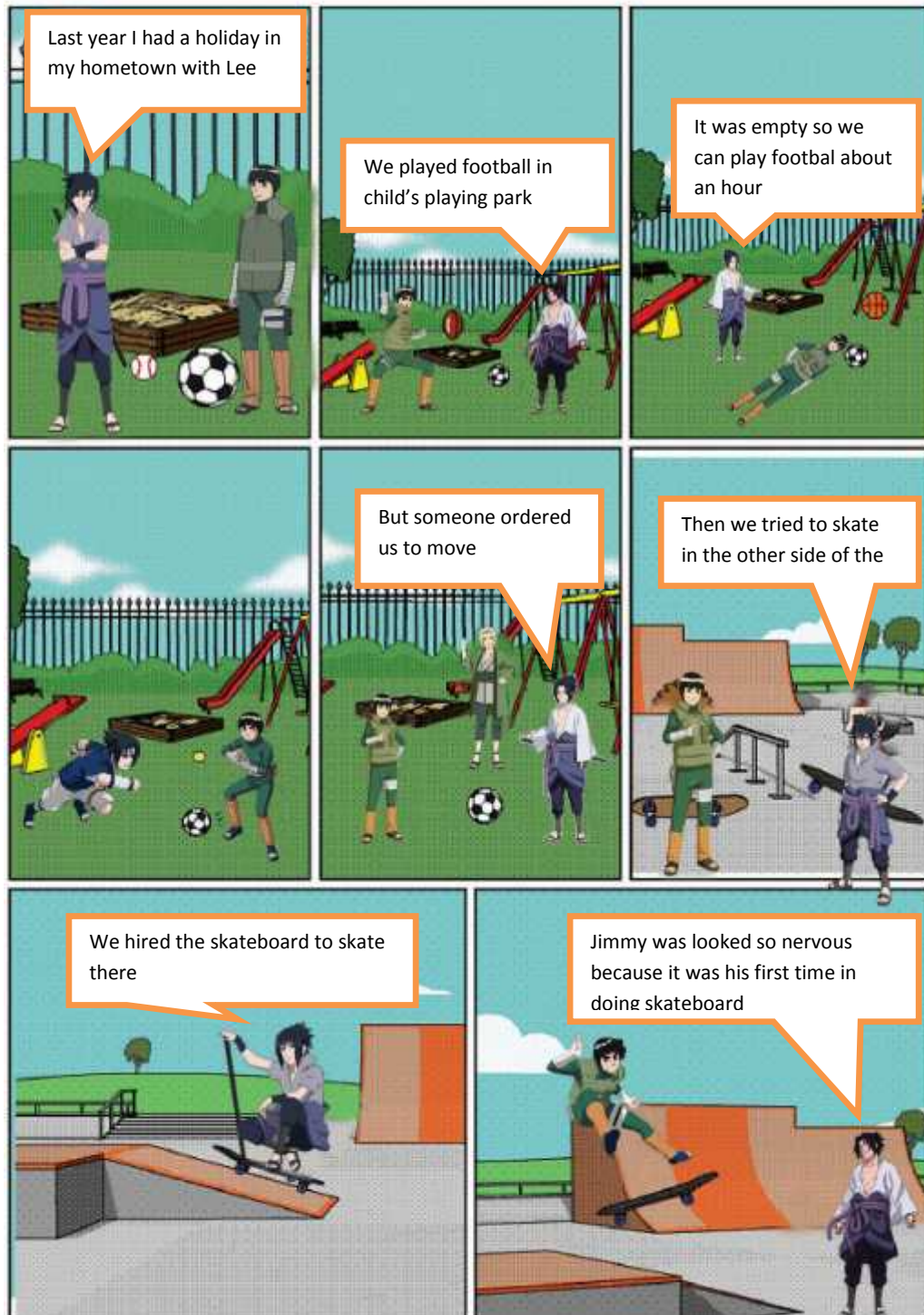
Diah Rahmawati S.Pd

Unik Fadillatus Salimah

LAMPIRAN :
LAMPIRAN 1
Pertemuan 1

Task 1

Read the following *Comic Strips* and then tick (✓) and write items that you do not know and/or you want to know further.



Quesstioning

I want to know....	()
1. The meaning from the difficult words.	
2. The social purpose of the text.	
3. The text about.	
4. How to reconstruct a good story.	
5. How to tell the past experience.	
6. How to tell my holiday into a recount text.	

The Lion and the Bear

On a summer day, when the hot weather made the animals thirsty, a Lion and a Bear came at the same time to a river to drink. They argued which one of them should drink first. Soon, they were fighting. When they stopped for a moment, they saw some eagles. Those eagles were watching in the distance. They waited for the one who would die first. Finally, the Lion and the Bear stopped fighting. The Lion said, "It is better for us to be friends."

Taken from Scaffolding English for Junior High School Students Grade VIII (Adapted from <http://etext.lib.virginia.edu>)

Sydney Opera House

The Sydney Opera House is a large performing art place. It becomes an Australian icon. It was established in 1973. It is located in Sydney, New south Wales, Australia.

The Sydney Opera House covers 1.8 hectares of land. It is 183 m long and about 120 m wide. The building can load 25,000 people. The Opera House is a place for large theatrical productions. It is the home of Opera Australia, the Sydney Theatre Company and the Sydney Symphony.

There are five theatres in Sydney Opera House. There are also five rehearsal studios, two main halls, four restaurants, six bars, and many souvenir shops. The design of the Opera House is very unique. The roof looks like giant shells. Besides for theatrical productions, the Opera House is also used for other functions. It is used for weddings, parties, and conferences.

Taken from: Scaffolding, English for Junior High School Grade VIII (Adapted from: www.wikipedia.org)

To : Year VII students

The school will hold a student gathering for Year VII students on August 15th at the hall. For more information, contact Rudy at the Students' Association office.

Students' Association Secretary
Shanty

Holiday in my Hometown

Last year I had a holiday. I was only in my hometown because I didn't take any vacation. But there was my friend Lee who asked me to spend our holiday together. We played some games that made us happy along this holiday. And one day we had an interesting play.

First we played football in the park. It was the child's playing park, but it was empty so we decided to play there. We played football about one hour before someone ordered us to move. After that we moved to the other side of the park. There was a big skateboard and it was empty. Then we hired a skateboard to play there. Next we tried to skate, I went first and followed by Jimmy. I went calmly because I get used to skate in the elementary school. But Lee was looking so nervous because it was his first time to skate.

Finally, we came back home in the evening. That was one of our great days in last year's holiday and we were so happy.

Task 2

Read some texts above and answer the following questions based on your current knowledge.

1. Which one of the texts above tells about one's experience?
2. One's experience is usually told in a recount text. Can you see the differences among the texts?
3. What makes it a recount text?

Look and read the following comic strips and its recount text below.

AN AMAZING DAY IN THE BEACH



"AN AMAZING DAY IN THE BEACH"

Orientation

I have an amazing day when I went to the beach with my friends last week. It was very interesting and I couldn't forget it.

Events

I visited the beach near the suburb with my friend. There I could play some interesting games and activities. First I want to make a sand castle which very big and miraculous. But I can't find the shovel. Then I decided to search the shovel, and when I found the shovel Jimmy asked me to accompany him to play volleyball. I couldn't deny it because I love volleyball. Next I moved to the place where Jimmy played the volleyball games.

After playing the volleyball I realized that night was about to come. I could see from the sunset which very beautiful and make me amazed. Then we decided to go home and back to hometown to start our daily activity in the rest of the holiday.

Re-orientation

Finally when I arrived at home I looked for my bed and I laid on the bed.

Orientation

1. Who.

-Me

-Jimmy

2. Where.

-The beach

3. When.

-Last week

What are the events

1. Visited the beach

2. Made a sand castle

3. Found the shovel

4.

5.

Collecting – Analyzing – Communicating

Task 3

Underline the difficult words from the recount text above and find their meaning in the dictionary.

English	Indonesian

Task 4

Study following active verbs then find another active verbs on your dictionary.

Went	Visited	Built
Forgot	Played	Searched
Started	Made	Offered
Decided	Moved	Accompanied
Saw	Took	Became
Laid	Found	Delivered

Task 5

Read the following comic strips and answer the subquestions below.

A TRIP TO MALANG



Test	Sub-questions
A trip to Malang Events Yesterday, I had a field trip to Malang to..... The first destination was..... In the middle of the day, I left for I enjoyed it very much because..... Then I looked for another..... Finally, I went back to	Orientation 1. Who. 2. Where. 3. When.

Task 6

Find the difficult words, sentence connectors and verbs from the recount text above and find their meaning in the dictionary.

English	Indonesian	Sentence connectors	Verbs
Destination	Tujuan	Then	Held
.....
.....
.....

Task 7

Read the Comic strips "A trip to Malang" above and answer the question.

- Where did the writer have a field trip?
 - Surabaya
 - Malang
 - Yogyakarta
 - Jakarta

2. What was the goal of their field trip?
 - a. Writing the science report.
 - b. Holiday.
 - c. Religious visit.
 - d. Adventure.
3. What events were the writer most enjoying at the Jawa Timur Park?
 - a. Galeri Belajar.
 - b. Clown exhibitions.
 - c. Aeroplane project
 - d. Waterfall
4. What kind of exhibitions did the Jatim park have?
 - a. Historical
 - b. Monumental
 - c. Sport
 - d. Scientific
5. Where did the writer go after visiting Jatim Park?
 - a. Ngliyep
 - b. Mall
 - c. Coban Rondo
 - d. Beach
6. What did the writer get in Coban Rondo?
 - a. Quiet beach
 - b. A fresh and cool waterfall
 - c. Shopping place
 - d. Beautiful park
7. How was the writer get in Coban Rondo?
 - a. By using train
 - b. Take a helicopter
 - c. By passing a twisting road along the jungle
 - d. By climbing the hill
8. Where did the first place the writer visit?
 - a. Ngliyep
 - b. Jatim park
 - c. Borobudur
 - d. Coban Rondo
9. When was the writer goes to home?
 - a. 8 o'clock
 - b. 7 o'clock
 - c. 6 o'clock
 - d. 5 o'clock
10. How many tourism destination did the writer has?
 - a. 1
 - b. 2
 - c. 3
 - d. 4

Task 8

Study the table below and then rearrange the jumbled words in to a good sentence.

(+) present

Subject	Verb 1	Object	Adverb
I	have	a trip	to Malang
It	is	a	room
We	buy	A ticket	-

(+) past

Subject	Verb 1	Object	Adverb
I	had	a trip	to Malang
It	was	-	last month
We	bought	A ticket	-

(-) present

Subject	Don't/Doesn't	Verb 1	Object	Adverb
I	don't	have	a trip	to Malang
It	doesn't	exist	-	-
We	don't	buy	a ticket	there

(-) past

Subject	Didn't	Verb 1	Object	Adverb
I	didn't	have	a trip	to Malang
It	didn't	exist	-	there
We	didn't	buy	a ticket	

(?) present

Do / Does	Subject	Verb 2	Object	Adverb
Do	I	have	a trip	To Malang
Does	It	exist	-	there
Do	We	buy	a ticket	

(?) past

Didn't	Subject	Verb 1	Object	Adverb
Didn't	I	have	a trip	to Malang
Didn't	It	exist	-	there
Didn't	We	buy	a ticket	-

5 W + 1 H	Did	Subject	Verb 1	Object
When	did	I	have	a trip
Where	did	It	exist	-
How	did	We	buy	a ticket

Task 9

Fill in the blanks with correct form of *simple present tense* and *simple past tense*.

No	Yesterday	Today
1.	They were on sailing	They are on sailing
2.	He took the ship away	He ... the ship away
3.	Miranda bought her ticket	Miranda ... her ticket
4.	Budi played badminton	Budi badminton
5.	She ran to the pavement	She to the pavement
6.	Ivan made some cupcakes for birthday	Ivan some cupcakes for birthday
7.	It was raining outside	It raining outside
8.	Randy had a holiday gift	Randy a holiday gift
9.	Andy bought the new running shoes	Andy the new running shoes
10.	We visited the museum	We the museum

Task 10

Change the verb into negative and interrogative form by using *Simple Past Tense*

1. I built a house.

(-)

(?)

2. He was a singer.

(-)

(?)

3. They were lazy.

(-)

(?)

4. She broke her leg.

(-)

(?)

5. We took three mangoes.

(-)

(?)

6. She made a mistake

(-)

(?)

7. They brought their bag

(-)

(?)

8. Ellen drank juice each day

(-)

(?)

9. Billy went to Jakarta

(-)

(?)

10. He was lazy

(-)

(?)

Task 11

Read and Study the adverb of time list below.

points of time (definite)	frequency (definite)
<ul style="list-style-type: none">• now• then• today• tomorrow• tonight• yesterday	<ul style="list-style-type: none">• annually• daily• monthly• weekly
frequency (indefinite)	relationships in time (indefinite)
<ul style="list-style-type: none">• always• constantly• ever• frequently• never• normally• often• rarely• usually	<ul style="list-style-type: none">• already• before• early• earlier• eventually• finally• first

Task 12

In pairs, fill in the blanks with suitable connectors below the text.

Visiting Bali Island

I was in senior high school when at the first time I went to Bali Island. I went there with my teachers and my friends.

The journey from Pati to Bali took a day. I was so exhausted because I had to sit along the journey. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding. But I felt that all of my tiredness gone all of sudden when we arrived at the Sanur Beach. It was still morning, I saw a sun rise which was so beautiful. (1.....) we were drove to the hotel to take a rest and had meals. (2.....) we went to the Nusa Dua Beach. There were so many activities to do there. We could play parasailing, banana boat, and so on. But I chose to go to a little island which had a lot of reptile there. There were snake, turtles, etc. The scenery was so beautiful because I was in the middle of the sea! (3.....) we went to Garuda Wisnu Kencana (GWK). There were two statues which were so big. They were Wisnu and his bird, called Garuda. I was interested in its relief on the rock but, actually, I did not know the story on it. At last, we went to the Sosro Company. We learned a lot of things there from the first step till the end of making a tea.(4) we went back to Pati. (5.....) a very long journey, through the land and the sea, I learned something about nature and human products. Although it took a lot of my energy, I felt so happy because I spent all of my time with my friends.

Adapted from: <http://www.chusna-septia.blogspot.com>

Finally	Then	Except
After that	First	After
Although	Because	But

Pertemuan 2

Task 1

Rearrange the sentences entitled "Nice holiday" so that you can have a good recount.

Nice holiday

- I went to an airport and was going to fly to Cleveland. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches.
- Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to.
- Last summer I got a fantastic holiday. I visited some great places.
- After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.
- The places made me feel at home but I have to go home. Next time I would return to them.

Adapted from: <http://www.englishstory.blogspot.com>

Task 2

Rearrange the jumbled sentences so that you can have a good recount, and then put the suitable title for this text.

a) An hour later, I got bored watching him choosing a shirt, he got confused to choose one. So I left him and went to the cassette counter.

b) Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area, his motorcycle was there but I couldn't find him. I waited for him but finally, I decided to go home.

c) Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store.

d) When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store.

e) Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again.

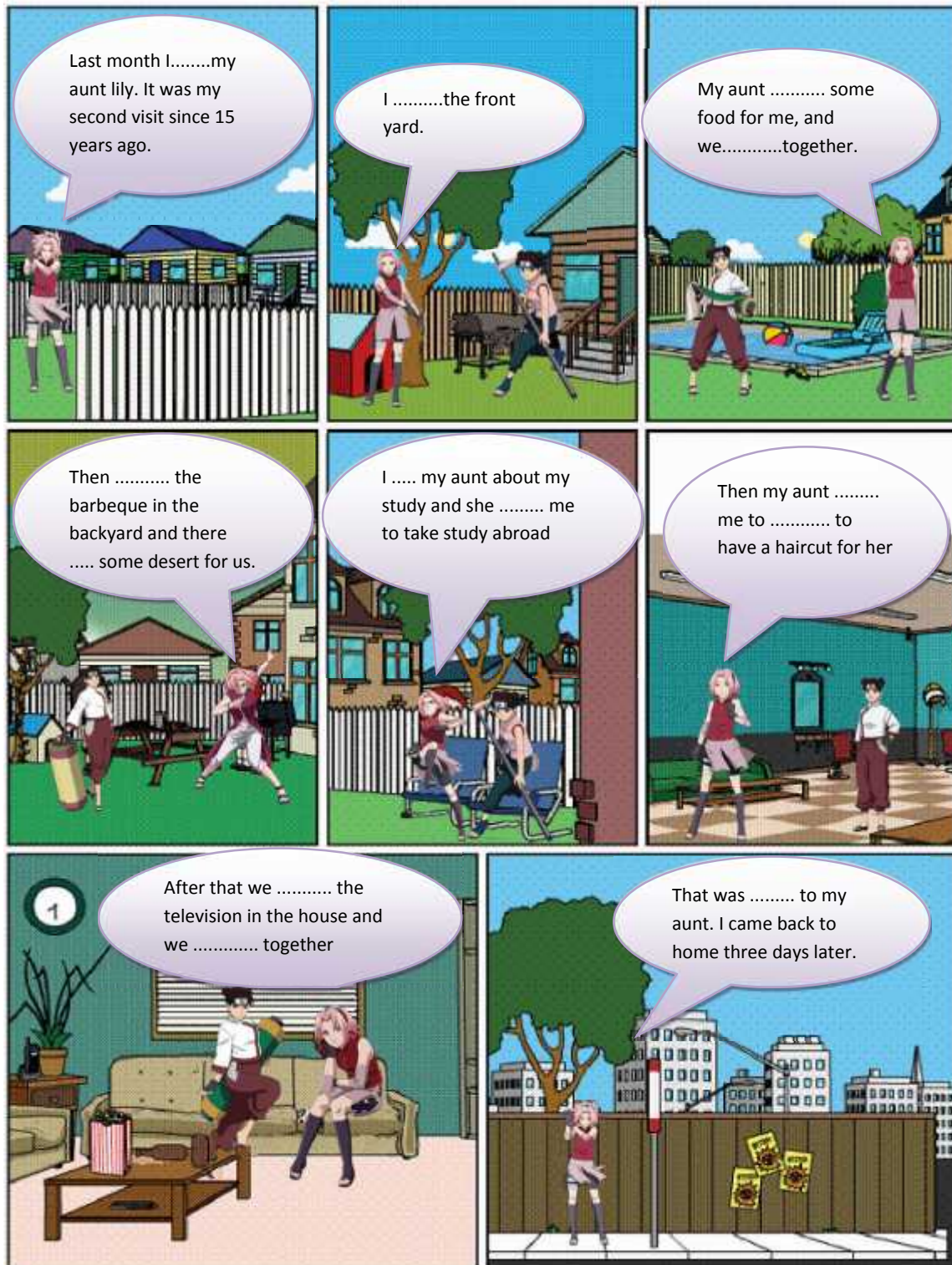
f) When I got home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

g) We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one.

Pertemuan 3

Task 1

Read following comic which is titled "Visiting my Aunt" and make a recount text based on the comic.



Task 2

Answer the subquestion based on the comic you read after you write the recount text.

Text	Sub-questions
<p align="center">“VISITING MY AUNT”</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Orientation</p> <p>1. Who.</p> <p>2. Where.</p> <p>3. When.</p>
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>What are the events</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>

Task 3

Please make your own story of the unforgettable holiday.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Muhammadiyah 1 Gatak

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Materi Pokok : Recount text (pengalaman pribadi dan peristiwa yang telah terjadi)

Waktu : 6 × 40 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	<div>1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</div> <div>1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</div>
	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	<div>2.1.1 Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.</div> <div>2.1.2 Berpamitan pada guru dan teman menggunakan Bahasa Inggris yang berterima.</div> <div>2.1.3 Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.</div> <div>2.1.4 Menjawab ungkapan pamitaan guru dan teman menggunakan Bahasa Inggris yang berterima.</div> <div>2.1.5 Berdiskusi secara santun</div>

		untuk menemukan jawaban atas kesulitan selama pembelajaran menyatakan dan menanyakan kemampuan melakukan suatu tindakan.
2.	3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>3.12.1 Mengidentifikasi fungsi sosial dalam recount text.</p> <p>3.12.2 Mengidentifikasi generic structure dalam recount text.</p> <p>3.12.3 Mengidentifikasi kosa kata seperti nama waktu (Monday, exactly at four, before sunrise dan Sunday afternoon) dalam teks recount serta penghubung waktu (first, then, after that, before) dalam recount text.</p> <p>3.12.4 Mengidentifikasi tata bahasa yang berisi tentang penggunaan kata kerja lampau simple past tense dan past continuous tense dalam teks recount.</p> <p>3.12.5 Mengidentifikasi kosa kata sulit yang berhubungan dengan teks</p>
3.	4.14 Menangkap makna teks recount tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.	<p>4.14.1 Membaca teks <i>recount</i> tentang peristiwa masa lampau.</p> <p>4.14.2 Mengidentifikasi informasi rinci dalam teks recount yang berisi tentang peristiwa masa lampau yang terdapat dalam teks.</p> <p>4.14.3 Menyebutkan jalan cerita dari teks recount yang berisi tentang peristiwa masa lampau yang telah dibaca.</p> <p>4.14.4 Menemukan informasi khusus dalam teks recount yang berisi tentang peristiwa masa lampau yang telah dibaca.</p>
4.	4.15 Menyusun teks recount tulis,	4.15.1 Menyusun ulang teks

	pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	singkat yang menceritakan suatu kejadian/ peristiwa. 4.15.2 Membuat teks singkat yang berisi tentang pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks serta logis dan koheren.
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C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

Pertemuan Pertama

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.
4. Menggunakan Bahasa Inggris yang berterima dalam berpamitan pada guru dan teman.
5. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan sapaan dan pamitan dan responsnya.
6. Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.
7. Menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang berterima.
8. Mengidentifikasi fungsi sosial recount text dalam teks singkat.
9. Mengidentifikasi struktur recount text dalam teks singkat.
10. Mengidentifikasi penggunaan kata ganti yang tepat.
11. Mengidentifikasi unsur kebahasaan seperti penunjuk waktu (Monday, exacty at four, before sunrise dan Sunday afternoon) dan penghubung waktu (first, then, after that, before) dalam recount text.
12. Melengkapi teks singkat yang menceritakan tentang pengalaman pribadi yang berkesan.

13. Membuat teks singkat tentang pengalaman pribadi yang berkesan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Pertemuan Kedua

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.
4. Menggunakan Bahasa Inggris yang berterima dalam berpamitan pada guru dan teman.
5. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan sapaan dan pamitan dan responsnya.
6. Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.
7. Menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang berterima.
8. Mengidentifikasi fungsi sosial tentang kejadian masa lampau dan pengalaman pribadi.
9. Mengidentifikasi unsur kebahasaan seperti penggunaan simple past tense dan past continuous tense dan kata kerja aktif
10. Mengidentifikasi generic structure teks tentang kejadian masa lampau dan pengalaman pribadi dalam teks singkat.
11. Mengidentifikasi unsur kebahasaan seperti penunjuk waktu, penghubung waktu dalam teks pengalaman pribadi dan kejadian masa lampau.
12. Mengidentifikasi penggunaan kata kerja dalam recount text.
13. Melengkapi teks singkat tentang pengalaman pribadi dan kejadian masa lampau.
14. Membuat teks singkat tentang pengalaman pribadi dan kejadian masa lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Pertemuan Ketiga

1. Mengikuti semua aktivitas yang diberikan oleh guru dengan semangat.
2. Memiliki semangat yang lebih untuk belajar bahasa Inggris khususnya berbicara.
3. Berdiskusi secara santun untuk menemukan jawaban atas kesulitan selama pembelajaran tentang pengalaman berkesan.
4. Berdiskusi secara santun untuk menemukan jawaban atas kesulitan selama pembelajaran tentang pengalaman berkesan.
5. Bertanya secara santun terhadap kesulitan yang dihadapi selama pembelajaran tentang pengalaman berkesan.
6. Bertanya secara santun terhadap kesulitan yang dihadapi selama pembelajaran tentang pengalaman berkesan.

D. Materi Pembelajaran

Teks tulis tentang:

- a. Pengalaman liburan.
- b. Pengalaman yang tak terlupakan.

1. Fungsi sosial

Menceritakan, melaporkan, meneladani dan membanggakan pengalaman .

2. Struktur teks

- deskripsi tentang orang yang terlibat
- menguraikan secara runtut kejadian yang telah terjadi
 - a. Last saturday I went to the mountain with my friends, they were Rudi, Joni and Rini
 - b. After climbed the mountain we took a rest in the nearest hut. Finally we decided to come back home because we were very tired.

3. Unsur kebahasaan

- a. Kata kerja simple past tense dan past continuous tense
- b. Kata kerja aktif (menunjukkan tindakan atau kegiatan)
- c. Adverbia penghubung waktu : first, then, before, finally, etc.
- d. Adverbia penunjuk waktu : yesterday, last month, an hour ago, etc.
- e. Penggunaan kata ganti : those, their, my, etc.
- f. Penyebutan kata benda singular dan plural baik yang beraturan (pakai-s) maupun yang tidak (seperti children).
- g. Ejaan, tanda baca dan tulisan tangan

E. Sumber/Media Pembelajaran

I. Sumber:

Kementerian Pendidikan dan Kebudayaan. 2014. *“When English Rings a Bell”*. Jakarta: Kementerian Pendidikan dan Kebudayaan

II. Media Pembelajaran :

Hand out, White Board, Board marker, Laptop, LCD, Comic Strips.

F. Metode Pembelajaran

Pendekatan : *Scientific Approach*

G. Langkah Pembelajaran

Pertemuan Pertama

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan; e. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. f. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. g. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.	10 menit
Inti	a. Mengamati <ul style="list-style-type: none"> ➤ Siswa membaca comic strips beserta teks recount yang berisi tentang peristiwa mengesankan yang telah disiapkan oleh guru. ➤ Siswa mendengarkan penjelasan mengenai recount text yang berisi peristiwa mengesankan oleh guru secara lisan. ➤ Siswa mengamati penjelasan mengenai definisi, tipe dan bentuk-bentuk dari recount text. ➤ Para siswa menuliskan hal-ikhwal yang belum diketahui berkaitan dengan menuliskan teks recount yang melibatkan peristiwa mengesankan. b. Menanya <ul style="list-style-type: none"> ➤ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan fungsi sosial dalam recount text yang berisi peristiwa mengesankan. ➤ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan struktur teks dari recount text yang berisi peristiwa mengesankan. ➤ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan unsur kebahasaan seperti kata penghubung dan penanda waktu (<i>yesterday, in Monday, last</i> 	<div>10 menit</div> <div>20 menit</div>

	<p>month, etc.) serta kata kerja beserta penggunaannya terkait dengan struktur teks dari recount text yang berisi peristiwa mengesankan.</p> <ul style="list-style-type: none"> ➤ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan kosa kata terkait dengan struktur teks dari recount text yang berisi peristiwa mengesankan. <p>c. Mengumpulkan informasi</p> <ul style="list-style-type: none"> ➤ Siswa mencari kata-kata sulit dalam recount text dan menemukan artinya dalam kamus. ➤ Siswa mencari berbagai cara untuk menceritakan peristiwa mengesankan selain yang dicontohkan oleh guru. ➤ Siswa menemukan cara menceritakan kejadian masa lalu selain dari teks recount yang telah diberikan oleh guru. ➤ Siswa menulis berbagai cara untuk menceritakan peristiwa masa lalu hasil dari pekerjaan temannya di papan tulis yang sudah benar. ➤ Siswa mengidentifikasi tata bahasa dalam recount text mengenai penggunaan kata kerja. ➤ Siswa mengidentifikasi unsur kebahasaan yang berhubungan dengan penggunaan kata penghubung dalam recount text. <p>d. Menganalisis data</p> <ul style="list-style-type: none"> ➤ Secara berpasangan, siswa menjawab pertanyaan tentang isi teks dari teks recount yang telah dibaca. ➤ Secara berpasangan, siswa menjawab pertanyaan tentang fungsi sosial teks recount yang telah dibaca. ➤ Secara berpasangan, siswa menjawab pertanyaan tentang struktur kalimat dari teks recount yang telah dibaca. ➤ Secara berpasangan, siswa menjawab pertanyaan tentang unsur kebahasaan dari teks recount yang telah dibaca. ➤ Secara berpasangan, siswa menjawab pertanyaan tentang tata bahasa dari teks recount yang telah dibaca. ➤ Siswa meminta bantuan guru bila memerlukannya. 	<p>10 menit</p> <p>15 menit</p>
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Penutup	a. Peserta didik bersama guru menyimpulkan pembelajaran. b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan peserta didik mengucapkan salam perpisahan.	10 menit
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Pertemuan 3

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. e. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan. f. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti tes.	10 menit
Inti	f. Mencipta <ul style="list-style-type: none"> ➤ Siswa menyusun kalimat acak yang berisi tentang pengalaman pribadi yang tak terlupakan menjadi sebuah kalimat yang benar. ➤ Siswa membuat teks singkat yang bercerita pengalaman pribadi yang tak terlupakan. ➤ Pemberian umpan balik secara lisan oleh guru terhadap aktivitas yang dilakukan oleh siswa. 	60 menit
Penutupan	a. Peserta didik bersama guru menyimpulkan pembelajaran. b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan peserta didik mengucapkan salam perpisahan. e. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	10 menit

H. Penilaian (Instrumen penilaian terlampir)

1. Penilaian sikap
2. Penilaian pengetahuan
3. Penilaian keterampilan

Gatak, 28 September 2016

Guru Mata Pelajaran






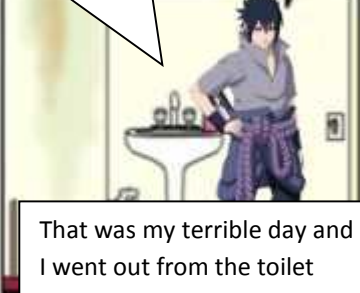
Peneliti

Diah Rahmawati, S.Pd

Unik Fadillatus Salimah

Task 1

Look and read the following comic strips below.

<p>Yesterday I went to a supermrket. I came to the bathroom and I was shocked of what I found there.</p> 	<p>First I entered the door and I found a messy room here.</p> 	<p>Then I looked for a mirror and there was no mirror there</p> 
<p>After that I tried to use the closet. But the water didn't flow.</p> 	<p>Finally I was hopeless and I tried to use a tool to make the water flow. But it was useless</p> 	<p>The last thing I did was using the handsoap. And again it made me angry because it spurted around.</p> 
<p>That was my terrible day and I went out from the toilet soon</p>		

Text	Sub-questions
<p style="text-align: center;">“DIRTY BATHROOM”</p> <div style="border: 2px solid blue; height: 30px; margin: 10px 0;"></div> <p>Yesterday I went to a supermarket near the downtown. There I bought some snacks and food, but there was an annoying situation when I was there.</p> <div style="border: 2px solid orange; height: 30px; margin: 10px 0;"></div> <p>It started when I came to the bathroom to wash my hand. My first impression when I entered the bathroom was bad. There were some trash and dirty tissue around me. The garbage was also full of trash and it was very messy room I ever visit. Then I looked for a mirror and it was not there. So I just clean my hand and ready to leave the room. After that I looked for the tissue to clean my wet hands, but it didn't exist. Then I had an idea to clean them all because I attempted to use the closet. After I already finished cleaning my hand I was going to used the soap. But it made my clothes dirty due to the handsoap spurted around my clothes.</p> <div style="border: 2px solid purple; height: 30px; margin: 10px 0;"></div> <p>That was a worst experience I ever had and I will never forget that moment to remind me for cleaning my own bathroom everyday.</p>	<p>Orientation</p> <ol style="list-style-type: none"> 1. Who. (Me) 2. Where. (public bathroom) 3. When. (Yesterday) <p>What are the events</p> <ol style="list-style-type: none"> 1. Entering the bathroom 2. Looking for the mirror 3. 4. 5.



Task 2

Underline the difficult words from the recount text above and find their meaning in the dictionary.

Difficult words	Indonesian

Task 3

Study following sentence connectors then find the meaning of each word.

<u>ADDING</u> and also as well as moreover too furthermore additionally	<u>SEQUENCING</u> first, second, third... finally next meanwhile after then subsequently	<u>ILLUSTRATING</u> for example such as for instance in the case of as revealed by... illustrated by	<u>CAUSE and EFFECT</u> because so therefore thus consequently hence
<u>COMPARING</u> similarly likewise as with like equally in the same way...	<u>QUALIFYING</u> but however although unless except apart from as long as if	<u>CONTRASTING</u> whereas instead of alternatively otherwise unlike on the other hand... conversely	<u>EMPHASISING</u> above all in particular especially significantly indeed notably

[illegible]

Task 4

In pairs, fill in the blanks with suitable connectors (e.g. finally, then, after that, next, etc.).

<p>I had a terrible experience when I went to school yesterday</p> 	<p>I woke up an hour late because my alarm clock didn't go off. So I ran quickly without making a breakfast</p> 	<p>I ran out of the house trying to get the 7:30 bus. But there was no one here</p> 
<p>Then I decided to run because I would be late</p> 	<p>I kept my running to be faster, but I was very tired</p> 	<p>I had no chance and all I had to do was keep running</p> 
<p>Finally I arrived to the school. I was in hurry and I went inside directly</p> 	<p>I walked to the hall but it was empty. Then I realized that it was Sunday</p> 	

I had a terrible day yesterday. It made me so hopeless at that time .(1)....., I woke up an hour late because my alarm clock didn't go off. (2)....., I was in such a hurry so I was not making the breakfast. (3)..... breakfast, I got dressed so quickly that I forgot to wear socks. (4)....., I ran out of the house trying to get the 7:30 bus, (5)..... of course I missed it. I had no choice, (6).....I decided to run. I kept my running to be faster, but I was very tired. (7)....., I arrived at school (8).....,I walked to the hall but it was empty. (9).....,I realized that I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

What are the events	Orientation
1.	
2.	1. Who.
3.	2. Where.
4.	3. When
5.	

Task 5

Study following sentence connectors then find the meaning of each word.

Past Progressive Tense

Rumus:

Positif : S + was/were + V-ing

Negatif : S + was/were + not +

V1-ing Tanya : Was/were + S +

V1-ing

Past Progressive Tense digunakan untuk menyatakan kejadian pada masa lampau atau sedang terjadi pada masa lampau.

Contoh:

I was studying English when you came.

You were taking a bath when I called you.

REGULAR VERB

Invinitive	Past simple	Past participle
play	play (-ed)	Play (-ed)
move	Move (-d)	Move (-d)
burn	Burnt (-t)	Burnt (-t)

IRREGULAR VERB

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be (is/am/are)	was/were	been
find	found	founded
become	became	become
begin	began	begun
catch	caught	Caught
choose	chose	Chosen
go	went	Went
keep	kept	Kept

Task 6

Change the negative and interrogative sentences into Past Progressive.

1. You are/were studying last night.

(-)

(?)

2. She is/was singing in the concert last week.

(-)

(?)

3. You were/are watching film yesterday.

(-)

(?)

4. They were/are crying yesterday.

(-)

(?)

5. We are/were going to the library last night.

(-)

(?)

Task 7

Study following singular and plural nouns then answer the questions!

Singular and plural nouns

A noun names a person, place, thing, or idea.

Some nouns have different plural forms.	Nouns ending in vowels like y or o do not have definite rules.	A few nouns have the same singular and plural forms.
<ul style="list-style-type: none">child - childrenwoman - womenman - menmouse - micegoose - geese	<ul style="list-style-type: none">baby - babiestoy - toyskidney - kidneyspotato - potatoesmemo - memosstereo - stereos	<ul style="list-style-type: none">sheep - sheepdeer - deerseries - seriesspecies - species
For the plural form of most nouns, add s.	For nouns that end in ch, x, s, or s sounds, add es.	For nouns ending in f or fe, change f to v and add es.
<ul style="list-style-type: none">bottle - bottlescup - cupspencil - pencilsdesk - deskssticker - stickerswindow - windows	<ul style="list-style-type: none">box - boxeswatch - watchesmoss - mossesbus - buses	<ul style="list-style-type: none">wolf - wolveswife - wivesleaf - leaveslife - lives

Choose the correct form of the noun in each sentence.

- 1) I have three (child, children).
- 2) There are five (man, men) and one (woman, women).
- 3) (Baby, Babies) play with bottles as toys.
- 4) I put two big (potato, potatoes) in the lunch box.
- 5) A few men wear (watch, watches).
- 6) I put a (memo, memos) on the desk.
- 7) I saw a (mouse, mice) running by. 8) There are few (bus, buses) on the road today

Task 8

Please read the comic strips below and choose the correct answer based on the story.

I have an enjoyable moment when I came to Naruto's birthday party

I met my friends there. Then I talked to sakura, she was my best friend

After that, I moved to the frontyard to watch my friend playing volleyball

Then I came inside where harry was celebrating his birthday by cut the tart and ate it together

After that. We played around together. We enjoyed the moment by watching the magic exibithion

All of my friends were very happy. So does Naruto

Next, I moved to the backyard for making some barbeque. There was sakura, and I talked to her again

Finally the party was over and the guests were back to their house. That was the enjoyable moment. I hope I could get this moment again

Naruto's Birthday Party

Last week I went to Naruto's birthday party. There were so much enjoyable moment I had there.

First I came to Harry's house, there I met Sakura my best friend. I talked to her for a while. Then I move to the backyard where I watched my friends were playing volleyball. After that I came inside to see Harry celebrated his birthday moment. He cut the tart and he shared it to all of his friends including me. And we eat it together. After the celebration was over we enjoyed te moment by watching the magic exhibithion. We were so happy about it, so did Harry. Next I moved to the backyard for making the Barbeque. There, I met Sakura again, and I talked to her again. We were cooking each other and it was an interesting moment. We share a lot of stories and experiences. Finally the party was over and all of guests were about to went back to their home.

That was the enjoyable moment I could share, and I hope I could get a moment like this sooner.

1. When was the events happened?
A. At 5.12. C. Last week.
B. Yesterday. D. A year ago.
2. Who had the birthday party?
A. Harry.
B. Neighbour.
C. Grandfather.
D. People around him.
3. Who was the author's best friend?
A. Harry's parents.
B. Harry.
C. Luisa.
D. John
4. Who were playing the volleyball?
A. Harry.
B. Luisa.
C. Writer's friend.
D. Harry's parents.
5. Which of the following is not true according to the text?
A. The writer was trying to eat.
B. The writer brought a watch.
C. The writer was attending the birthday party.
D. The writer didn't come to the dinner.

6. What kind of exhibition the writer had?

- A. Funny.
- B. Magic.
- C. Sport.
- D. Cuisine.

7. What does the first sentence tell you?

- A. The problem that the writer met.
- B. The funny thing in the story.
- C. The opening of the story.
- D. The past event.

8. "I talked to her for a while."

The underlined word refers to ...

- A. Parents.
- B. Writer.
- C. Luisa.
- D. The Family.

9. "Finally the party was over"

What is the closest meaning of the underlined word?

- A. Finished.
- B. Scary.
- C. Start.
- D. Ideas.

10. What happened after the party was over?

- A. He met Luisa.
- B. All of guests were leaving.
- C. He found Harry.
- D. He was back again.

Pertemuan 2

Task 1

Below are the recount text that illustrate past experience, rearrange the sentences into a good text.

Lebaran Journey

- a. We left our house at about 5 o'clock in the morning. We took a taxi to the railway station.
- b. Finally, our train came. All of us rushed to get on the train.
- c. Last *Lebaran*, my family and I went to our hometown. We decided to take a train because it is more comfortable.
- d. It took about 5 to 7 hours to get to our hometown. We enjoyed our journey.
- e. We took a carriage no 3 according to our tickets.
- f. But our train was late for about fifteen minutes, so we had to wait a bit longer.
- g. After finding our seats, we sat comfortably.
- h. We arrived at the station at six our train would leave at 6.40.

Adapted from: <http://www.englishholiday.blogspot.com>

Task 2

Rearrange the sentences so that you can have a good recount.

"EMBARRASING MOMENT AT THE LIBRARY"

I have a funny experience when I went to the library.

I was reading a book and the book was so funny because

I took it from the comedy section.

It made me laugh but I realized that I was in the library, so I couldn't laugh.

Then I decided get out from library for a while, it was about five minutes.

Then I went for laugh loudly outside.

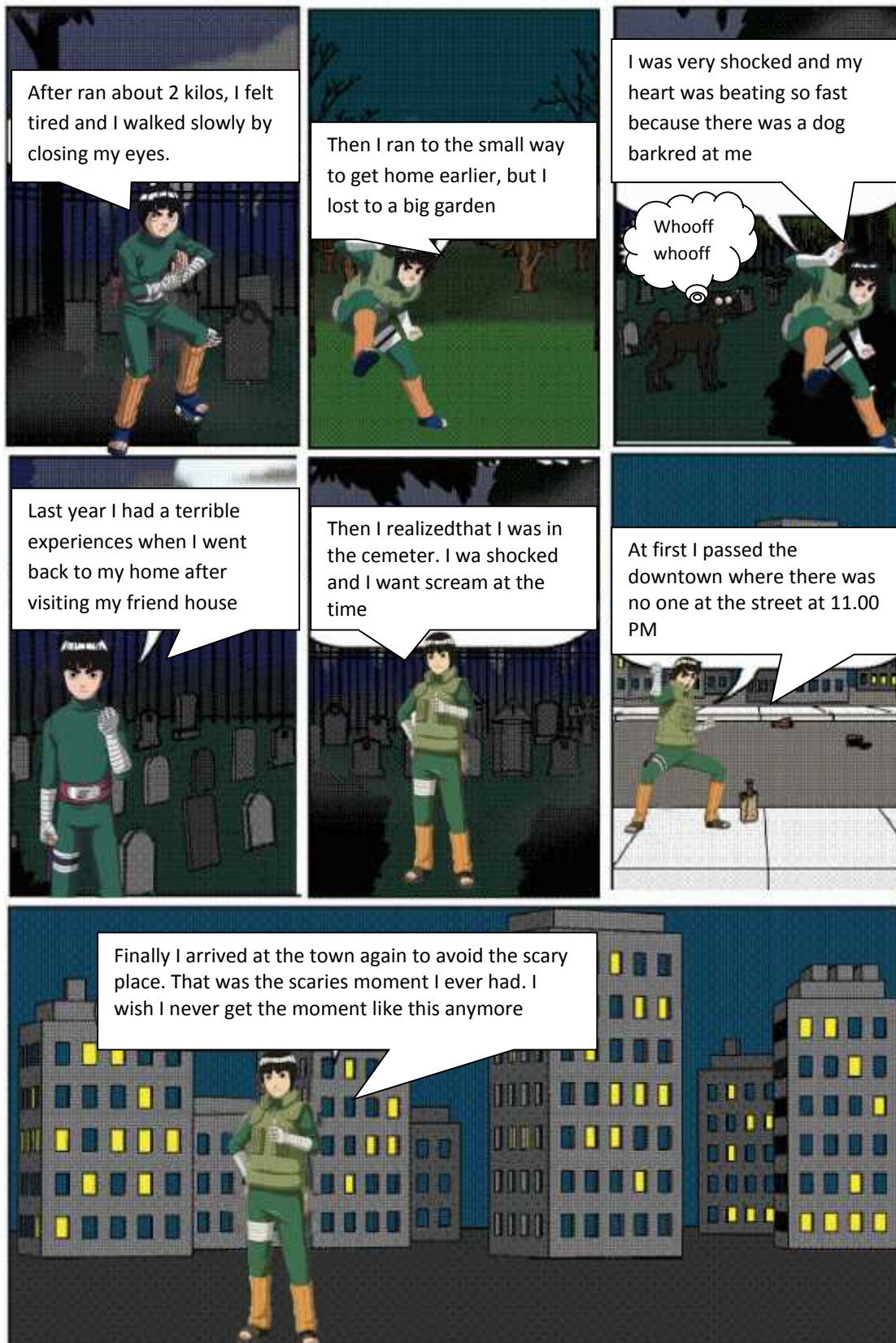
There were some people staring at me and they were curious about me.

After laughing loudly I came back again inside to continue reading the book again.

That was ridiculous experience I ever did.

Task 3

Put the Order of comic strips below into a suitable story.



Pertemuan 3

Task 1

Write the recount text based on the Comic Strips below.

Comic strip panels and their associated text:

- Panel 1: Hello my name is Itachi
- Panel 2: I have an unforgettable moment when I went camping with my uncle Itachi.
- Panel 3: First, we the picnic stuff and my uncle told me he would take the sauce for cooking
- Panel 4: I felt lonely so to play something. Then I uncle's fishing rod
- Panel 5: And I an idea to take the fishing rod while I for him
- Panel 6: It was a perfect day. I fishing in a ship.
- Panel 7: But then uncle itachi was afraid because I didn't get back to the picnic camp
- Panel 8: I my night by lost in a jungle and I was I looked for a help. But no one was there. Finally uncle me soon.
- Panel 9: I to uncle for keep staying at the camp. That was my moment I had

APPENDIX F
STUDENTS' WRITING

